

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30 437

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Suggested costs: NFER - £1696 Staff Training and support £300 PASS - £545 FFT - £323</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3 and 4</p>
<p>Autumn: NFER tests have been completed to support end of Autumn Term assessments. Staff trained 'in house' and supported. Staff have attended FFT training. Spring: NFER tests have been completed to support end of Spring Term assessments. Summer: NFER tests have been completed to support end of year assessments. PASS surveys completed and used by current and future staff members to support pupils and to inform SEF. Question Level analysis was used throughout the year to inform teachers of next steps in provision.</p>		
<p>RWI Training (including development days), assessment and resources</p> <p>Suggested costs: One-year's access to the Online Training Subscription Online Subscription Session One Development Day Termly remote progress meetings £2825</p> <p>Reading Leader – Teacher to work 0.5 on Phonics for two terms supporting and training staff: 0.5 of M5 shared between Teaching and Targeted Support £11366.</p>	<p>EEF +4 All staff trained in Read Write Inc phonics</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 3</p>

Autumn: All staff attended RWI training day in September. The online subscription is also used to aid staff development. Reading leader is working 0.5 to support less experienced staff and deliver phonic interventions.

Spring: Paul Daghish came into school in the Spring Term for a development day. He observed phonics groups and interventions, giving up to date information about RWI. Action points were given to staff at the end of the day. Reading leader continued working 0.5 during the Spring Term to deliver phonic interventions.

Summer: Continued support accessed from RWI (Paul Daghish) and online training subscription used. 73% of Year 1 pupils passed the phonics screening test, National was 75% so we were in-line with each pupil being 4.5% and a difference of only -2%. 4 Year 2 pupils were re-tested and 2 out of the 4 passed (50%) but all four pupils continue to be supported in phonics as appropriate.

2022	School	National	Difference
Year 1 % working at	73%	75%	-2%
1 pupil – 4.5%			In-line
Year 2 % working at (4 pupils)	50%	XX%	XX%
1 pupil – 25%			

Teachers to use good quality materials to teach comprehension strategies.

Suggested costs:
Comprehension Express reading books £1484 (consumables)

EEF+4 Ensuring child close gaps early and read at ARE highlighted in Ofsted Framework research 'If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.'

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Autumn: Comprehension Express is used in Years 4-6. It has been discussed in staff meetings and other classes now have the posters in their rooms to ensure that all pupils access the elements of comprehension taught in KS2.

Spring: Years 4-6 have continued to use Comprehension Express in classrooms.

Summer: Years 4-6 have continued to use Comprehension Express in classrooms. End of Year 6 SATs results show that 61% achieved the expected in Reading compared to 74% National. Each pupil being 4.3% means we were only 3 pupils away from achieving National standards and so broadly in line.

2022	School	National	Difference
% expected standard in reading	61%	74%	-13%
% greater depth in reading	9%	28%	-19%
1 pupil – 4.3%	R-3		

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).

Suggested costs:
£1800 – 2 day release per half term
Quality Mark - £265
Math Circle - £94.90

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)

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Autumn: Staff have been released to lead their curriculum areas. The Maths Lead has accessed CPD from Education Durham. Pupils from Years 2-6 have log ins for Times Table Rockstars.

Spring: Maths lead has accessed CPD and network meetings. Pupils continue to access Times Table Rockstars and teaching staff are using White Rose Maths resources.

Summer: Staff have accessed Quality Mark workshops and held staff meetings to discuss the elements of this and complete a plan of priorities. This will be assessed early in the Autumn Term.

<p>Staff including RQT/NQT to access good quality training to support their teaching.</p> <p>Suggested costs: Education Durham CPD SLA - £1820 Other CPD budget - £7919 including release time for Teachers to complete training</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. These exemplify a growing consensus that promoting effective professional development <u>(PD) plays a crucial role in improving classroom practice and pupil outcomes.</u></p>	<p>All</p>
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Autumn: Staff have accessed a variety of CPD over the Autumn Term. RQT has accessed CPD from Education Durham on a number of occasions.

Spring: Staff have accessed a variety of CPD over the Spring Term, mostly provided by Education Durham. RQT continues to access targeted CPD.

Summer: Staff have accessed a variety of CPD over the Summer Term, mostly provided by Education Durham. RQT continues to access targeted CPD. All staff have accessed some bespoke support with Sarah Blakeman from Education Durham to look at each subject area and discuss the curriculum offer and next steps to improve provision. All subject leaders have accessed CPD in relation to their own subject areas as well as additional CPD to meet the needs of staff and pupils.

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

Budgeted cost: Budget £28 120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of speech and language needs. Intervention and support targeted at Reception and where need identified using Talk</p>	<p>Early identification of need believed to have a very high impact (EEF +5).</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on</p>	<p>1</p>

<p>Boost, Speech and Language Link and programmes developed by NHS/Let's Talk. Children working with appropriate outside agencies as soon as possible.</p> <p>Suggested costs: Speech and Language Link Infants: £275 Language Link Juniors: £180 Let's Talk: £1248 x 3 terms = £3744 TA Support: £5.90 (20minsTA) x10 (chn) £59 x 39 (wks) =£2301</p>	<p>speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Autumn: Let's Talk have been in school for half a day a week working with children on their Speech and Language. Reception pupils have been assessed using Speech and Language Link. TA is supporting those pupils who require it. Pupils in other classes who are having difficulties have also been assessed using Language Link.

Spring: Let's Talk have continued coming into school half a day a week to work with children mostly in Year 1 and 2. Teachers are using Speech and Language Link when needed. Teaching assistants are supporting pupils through the week and following SALT recommendations.

Summer: Let's Talk and Speech and Language Link continues to be used. Teaching assistants continue to support pupils through the week following SALT recommendations.

<p>Small groups phonics teaching</p> <p>Suggested costs: £2.95 (10minsTA) x 5 (sessions a week) x 21 (chn 1:1 or small groups) Cost :£309 x 39 = £12 080 Reading Leader – Teacher to work 0.5 on Phonics for two terms interventions with pupils: RWI Resources - £2455</p>	<p>EEF +4 Some children receive additional interventions where necessary</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
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Autumn: Phonic interventions have been carried out by TA and Reading Leader. This has either been done 1:1 or in small groups. RWI resources have been purchased where necessary.

Spring: Reading leader has been working 0.5 for phonic interventions along with support staff. RWI resources have been purchased for extra book bag books.

Summer: Phonic interventions have been carried out by TA and Reading Leader. This has either been done 1:1 or in small groups. RWI resources have been purchased where necessary. 73% of Year 1 pupils passed the phonics screening test, National was 75% so we were in-line with each pupil being 4.5% and a difference of only -2%. 4

Year 2 pupils were re-tested and 2 out of the 4 passed (50%) but all four pupils continue to be supported in phonics as appropriate.

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Year 1 % working at	73%	75%	-2%
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<p>Reading Comprehension Strategies</p> <p>Suggested costs: Lexia £1103 per year Reading TA Support: £5.90 (20minsTA) x26 (chn) £153 x 39 (wks) = £5982</p>	<p>EEF +3</p> <p>Daily reading activities including 1:1 reading, small group guided reading sessions and reading comprehension</p> <p>EEF +3 Lots of evidence to support this including here.</p>	<p>2</p> <p>3</p>
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Autumn: Lexia has been implemented across the school and all classes have timetabled sessions where they can access it.

Spring: Lexia continues to be implemented across the school and each class have timetabled sessions to use the laptops. Support staff have regular reading sessions 1:1 and small group.

Summer: Lexia continues to be implemented across the school and each class have timetabled sessions to use the laptops. Additional Lexia time has been allocated to pupils not meeting their 'time allocation' in a smaller group with TA support. Support staff have regular reading sessions 1:1 and small group across every year group.

<p>Small groups maths teaching.</p> <p>Suggested costs: Tutoring £36 per hour £27 per hour from DFE = £4050 £9 per hour from school = £1350 Total cost altogether = £5400 (separate and in addition to Pupil Premium funding)</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.</p> <p>School Led Tutoring: 10 groups of 2 pupils to access 15 hours of tutoring across the year.</p>	<p>4</p>
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Autumn: School Led Tutoring has began and will continue across Spring and Summer terms.

Spring: School Led Tutoring has taken place throughout Spring Term and continues into the Summer Term. 12 pupils have now accessed their 15 hours of Maths tutoring.

Summer: School Led Tutoring has taken place throughout Summer Term. 20 pupils have now accessed their 15 hours of Maths tutoring. Pupils progress was analysed and showed some positive results:

- 70% made expected or above expected progress
- 62% of PP made expected or above expected progress
- 50% of SEN made expected or above expected progress
- 72% of girls made expected or above expected progress
- 66% of boys made expected or above expected progress

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

Budgeted cost: £17 576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use enrichment experiences from Now Press Play and ensure that they are included on curriculum maps for every class.</p> <p>Use Lyfta to share different peoples cultures from the UK and across the world through Year 6 and in assemblies</p> <p>Suggested costs: Now Press Play £1560 Lyfta £320</p>	<p>Research shows that giving children enrichment opportunities through the Arts such as Drama broadens their experiences in life. +3</p> <p>Research shows that giving children opportunities to access Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community to develop social learning +4</p>	5
<p>Autumn: Teaching staff have accessed further CPD on Now Press Play and their additional resources. Now Press Play is included on all curriculum maps and used across the curriculum.</p> <p>Spring: Now Press Play has been used across the school to support the curriculum. Updated software and headphones have been put into use.</p> <p>Summer: Now Press Play has been used across the school to support the curriculum. Updated software and headphones have been put into use.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Monitor whole school and groups of children's attendance data and work with families and outside agencies to meet targets</p> <p>Suggested costs: Breakfast club £7140 (staffing cost) Actual cost heavily subsidised for all pupils. EWO (staffing cost) - £5000</p>	<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Lots of evidence on the link between attainment and attendance e.g here Highlight importance of attendance on school correspondence. Reward improved and high attendance. Form positive relationships with all families and appropriate agencies.</p>	6
<p>Autumn: Mrs Mathwin works in school every Tuesday monitoring attendance. She looks at how different groups are attending such as SEND and PP. She contacts parents when there are concerns. Breakfast Club is well attended – approx. 23 per day.</p> <p>Spring: Breakfast Club continues to be well attended with approx. 25 pupils per day. Mrs Mathwin continues to work in school every Tuesday and reports weekly upon</p>		

attendance so it is closely monitored. She has attended a staff meeting to inform all staff about her role and what is being done to improve attendance.

Summer: Breakfast Club continues to be well attended with approx. 25 pupils per day. Mrs Mathwin continues to work in school every Tuesday and reports weekly upon attendance so it is closely monitored. She has met with the Attendance Governor and informed him about her role and what is being done to improve attendance which was then fed back to a full Governing body meeting.

<p>Contingency fund for acute issues. Suggested costs: £3556 +</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
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Autumn: No contingency fund required for this term.

Spring: Let's Talk S&L costs have risen to £35 per hour so contingency fund was used.

Summer: This was needed to cover costs of an additional tutor in school for phonics, reading and writing during the Summer Term.