

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Reid Street Primary School								
Number of pupils in school	371 (October 2021 Census)								
Proportion (%) of pupil premium eligible pupils	<table> <tr> <td>FSM</td> <td>147 (39.6%)</td> </tr> <tr> <td>Service</td> <td>6 (1.6%)</td> </tr> <tr> <td>Post LAC</td> <td>10 (2.7%)</td> </tr> <tr> <td><b>PP Total</b></td> <td><b>163 (44%)</b></td> </tr> </table>	FSM	147 (39.6%)	Service	6 (1.6%)	Post LAC	10 (2.7%)	<b>PP Total</b>	<b>163 (44%)</b>
FSM	147 (39.6%)								
Service	6 (1.6%)								
Post LAC	10 (2.7%)								
<b>PP Total</b>	<b>163 (44%)</b>								
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025								
Date this statement was published	December 2021								
Date on which it will be reviewed	July 2022								
Statement authorised by	Principal, Paula Ayto								
Pupil premium leads	Joanne Davison / Debbie Hancock								
Governor / Trustee leads	Trevor Alley / Kris Garthwaite								

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,533
Recovery premium funding allocation this academic year	£21,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding.	N/A

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about use of Pupil Premium funding we feel it crucial to consider the context of our school and community and the particular challenges faced. We believe in maximising the impact of Pupil Premium spending by ensuring that our strategies are embedded within: the core vision and ethos of the school; the long term goals and aims of wider school improvement and the medium and short term development plans already in place. As with all aspects of evolution of policy and practice at Reid Street, these plans are heavily research-informed to ensure that precious time, effort and funding are targeted at developments with a high chance of success.

We recognise that there are things we cannot change / improve in wider society, however, through a clear focus on: quality first teaching, learning, progress and powerful knowledge we can support pupils to achieve the success that raises both self-esteem and aspirations. Through careful identification of any barriers to learning, we can focus our intent, effectiveness and quality of provision to address these.

### Principles

Overcoming barriers to learning is at the heart of our use of the Pupil Premium Grant. We understand that needs and costs will differ depending on the barriers to learning being addressed. We also recognise that each pupil is an individual, with a unique set of strengths and support and development needs. We do not, therefore, assume that as a group, pupils entitled to Pupil Premium funding are homogenous, but careful needs analyses will allow us to identify best ways to allocate funding and support.

Our priorities are as follows:

- Ensuring an 'outstanding' teacher is in every class.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support to pupils who are not making expected progress.
- Addressing non-academic barriers to attainment such as attendance and behaviour.
- Ensuring that the Pupil Premium Grant reaches the pupils who most need it.

### The impact of Coronavirus

As previous Pupil Premium Strategies for Reid Street have been created following the EEF Tiered Model, the Catch Up Plan was incorporated into this way of working, ensuring that recovery funds were allocated within an evidence-informed, well-integrated approach.

## Challenges

This details the key challenges (academic 1-7 / non-academic a-g) to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessment and observations illustrate that many disadvantaged pupils enter Foundation Stage without the strong social skills, relative independence, curiosity and desire to learn that ensures that they are school ready.
2	Assessments, observations and discussions with pupils indicate under-developed oral language skills among many disadvantaged pupils.
3	Assessments, observations and discussions with pupils indicate vocabulary gaps among many disadvantaged pupils.
4	Assessment, observations, marking and feedback illustrate that underdeveloped self-regulation (key for effective metacognition and learning behaviours) is apparent in many disadvantaged learners.
5	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and future fluency and therefore comprehension.
6	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Reception class in the last 3 years, a significantly smaller percentage of those eligible for pupil premium met the age related expectations for maths than their peers (and for 2 of those years no disadvantaged pupil met this expectation on entry).
7	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.
a	Over the last three years, effective support for those eligible for the pupil premium grant has reduced the percentage of persistent absentees in this group. However, it remains higher than the proportion of these pupils across the school.  This situation has been exacerbated by the disruption caused by the pandemic.
b	Discussions between staff and parents and carers illustrate challenges around parental engagement and most effective ways to support learning.  This situation has been exacerbated by the disruption caused by the pandemic.
c	We celebrate the rich diversity of Reid Street and look to support pupils in their desire to make significant contributions to their society. We recognise, therefore, the need to provide 'mirrors' whereby pupils can see themselves in aspirational roles and futures, and 'windows' into opportunities not previously considered. Without these, pupils may be limited in their outlooks.
d	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils negatively affecting physical health and mental health and wellbeing.

	This situation has been exacerbated by the disruption caused by the pandemic.
e	Disruption to education due to the pandemic, coupled with illness and anxiety caused by COVID, has exacerbated challenges within households already struggling with complex issues. A reduction in social care interaction during 'lockdowns' has meant school is often an essential means of support for families.
f	Financial challenges can impact on pupils in school if support is not provided. This situation has been exacerbated by the disruption caused by the pandemic.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

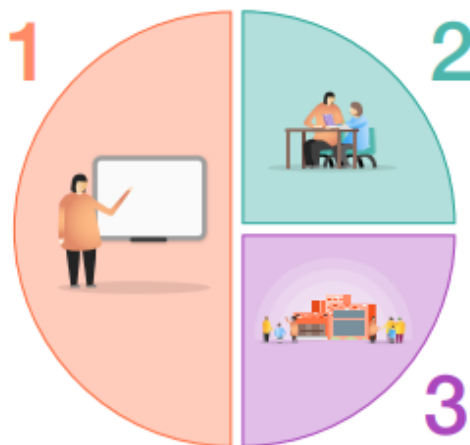
Intended outcome	Success criteria
Improved 'school readiness'.	Assessment and observations indicate improved 'school readiness' of pupils on entry to Foundation Stage following additional support for pre-school providers, parents and carers.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, work scrutiny and ongoing formative assessment.
Pupils demonstrate improved self-regulation, metacognition and independence.	Assessments, observations, work scrutinies and discussions with pupils and staff indicate improvements in the learning behaviours of disadvantaged learners.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: The percentage of all pupils who are persistently absent being below the national figure The figure among disadvantaged pupils being no more than expected given that 40% of pupils in school fall into this category. CB Wage
To embed and sustain a knowledge-rich curriculum which provides pupils with a broad range of cultural capital experiences and career-related learning.	All school curricula evidence these opportunities. Pupil and parent / carer voice surveys illustrate a high level of awareness of future opportunities. Pupils feel ready for the next phase of their education.
To achieve and sustain improved wellbeing for all pupils in our	Sustained high levels of wellbeing from 2024/25 demonstrated by:

<p>school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Qualitative data from pupil voice and parent / carer surveys and staff observations.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
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## The tiered approach to school improvement

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support, and wider strategies.

The tiered approach aligns with the DfE strategy template, so school leaders can be confident that their school improvement approach meets the needs of their pupils and fulfils the expectations of the pupil premium strategy document.



### 1. High quality teaching

Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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 a top priority for pupil premium spending.

### 2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.

### 3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Many approaches within the tiered model will overlap categories, and the balance between categories will vary from year to year as schools' priorities change.

Schools should always combine evidence with professional judgement about how transferable approaches are to their own setting.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £140,584

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>All elements of this strategy have been informed by the EEF 'Using your pupil premium funding effectively' guide.  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>and by the publication: 'Addressing Educational Disadvantage in schools and colleges The Essex Way' edited by Marc Rowland.  <a href="https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452">https://www.amazon.co.uk/Addressing-Educational-Disadvantage-Schools-Colleges/dp/1913622452</a></p>	
<p>Lead school for SHINE project working with PVI nurseries.</p>	<p>Evidence supports the development, embedding and sustaining of staff development – the lesson study approach will form the basis of this effective professional development.  <a href="#">EEF: Putting Evidence to Work</a></p> <p><a href="#">EEF: Effective Professional Development</a></p> <p><a href="#">Teacher Development Trust: Lesson study</a></p>	<p>1, 2, 3, 4</p>
<p>Additional staff with expertise in FS and Year 1.</p>	<p>Whilst reducing class sizes does not, according to the EEF, automatically result in more effective teaching and enhanced progress by pupils, given the poor experience of many pupils entering Foundation Stage (due to the disruption caused by the pandemic), higher ratios of highly qualified and experienced staff within Early Years will benefit pupils who need carefully tailored learning experiences.</p> <p>This negative impact (of COVID) is also evident in Y1 – these pupils will benefit from the significant FS experience of the phonics lead and the science lead as well as the SENDCo.- all now teaching in Year 1.  <a href="#">Highly Qualified Staff Make a Difference to Learning</a></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

	<p><a href="#">EEF: Preparing for Literacy</a></p> <p><a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a></p> <p><a href="#">EEF: Improving Social and Emotional Learning in Primary Schools</a></p> <p><a href="#">EEF Toolkit: Phonics</a></p> <p><a href="#">Read Write Inc. Research and Evidence</a></p> <p><a href="#">DfE: Reading Framework</a></p> <p><a href="#">Ofsted NEYH: A force for improvement</a></p> <p><a href="#">Ofsted NEYH: Early reading</a></p>	
Literacy Lead as 3 <sup>rd</sup> teacher in Y6	<p>This will allow for both additional support for pupils in Y6 to ensure their readiness for secondary school and to allow oversight of all aspects of literacy across the school. All policies, progression documents and support materials for literacy will be reviewed. Staff development will focus on literacy.</p> <p>Research link as above, plus:</p> <p><a href="#">EEF: Improving Literacy in Key Stage 1</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p>	2, 3, 4, 5, 7
Read Write Inc - DfE validated Systematic Synthetic Phonics programme will be embedded.	<p>Training revisited for key staff / provided for all staff around the programme.</p> <p>Additional resources sourced to support the embedding of the programme (additional to the £8000 spent on books in the previous year).</p> <p>Research links as above, plus:</p> <p><a href="#">DfE: Choosing a phonics teaching programme</a></p>	2, 3, 4, 5, b
Development of a whole school approach to vocabulary, oracy, communication and language – VOCAL.	<p>There is a wealth of evidence to suggest that there is a significant gap between disadvantaged pupils and their effective use of language / range of vocabulary and their peers.</p> <p>There is also significant research to support whole school approaches to developing oracy:</p> <p><a href="#">Voice 21: Publications</a></p>	1, 2, 3, 4, b, c

<p>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 following work on maths master with the Maths Hub.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">DfE: Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of best available evidence:  <a href="#">EEF: Improving Maths in the Early Years and Key Stage 1</a>  <a href="#">EEF: Improving Mathematics in Key Stages 2 and 3</a></p>	<p>6, 7</p>
<p>Review of planning, progression, assessment, marking and feedback.</p> <p>Senior leaders, subject leads and all teaching staff will be involved in reviewing the curriculum in light of research around: metacognition; cognitive load; spaced and retrieval practice; schemata; key concepts and affective use of assessment, marking and feedback.</p> <p>140584</p>	<p>Ofsted provide a wide range of research around curriculum – with a particular focus on intent, implementation and impact.</p> <p>Research links as above, plus:</p> <p><a href="#">Ofsted: EIF Research</a></p> <p><a href="#">Ofsted: Curriculum research reviews</a></p> <p><a href="#">Ofsted: Languages in outstanding primary schools</a></p> <p><a href="#">Ofsted: History in outstanding primary schools</a></p> <p><a href="#">Ofsted: Geography in outstanding primary schools</a></p> <p><a href="#">Ofsted: Curriculum: keeping it simple</a></p>	<p>1, 2, 3, 4, c, d</p>
<p>Enhance the quality of social and emotional learning. SEL approaches</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF: Improving Social and Emotional Learning in Schools</a></p>	<p>1, 2, 4, 7, b, d</p>



will be embedded into routine educational practices and supported by professional development and training for staff.		
Enhancement of support materials for parents and carers. We will fund teacher release time to create these.	<p>Parents and carers are well placed to support their children with learning, if they are supported with accessible resources and materials.</p> <p><a href="#">EEF Toolkit: Parental engagement</a></p> <p><a href="#">EEF: Working with Parents to Support Children's Learning</a></p> <p><a href="#">EEF Blog: how can we help parents support their children to learn from home?</a></p>	1, 2, 3, 4, 5, 6, 7, b, d

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

Budgeted cost: £78,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding speech, language and communication interventions.	<p>Oral language interventions</p> <p><a href="#">EEF Toolkit: Oral language interventions</a></p>	1, 2, 3
Reading Champion based in Y2	<p>The Reading Champion, who supports the Literacy Lead with a particular focus on reading across the school, will be based in Y2 where data indicates a significant need re phonics and reading, given the disruption to education experienced by these pupils in both FS and Y1.</p> <p>See research links above</p>	2, 3, 4, 5, 7
Engagement with the National Tutoring Programme – employment of Academic Mentor with	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">EEF: One to one tuition</a></p> <p>And in small groups:</p> <p><a href="#">EEF Toolkit: Small group tuition</a></p>	5, 7

focus on phonics interventions.		
Engagement with the National Tutoring Programme – employment of Academic Mentor with focus on maths interventions.	See above	4, 6, 7
Engagement with the National Tutoring Programme – employment of School Led Tutors – focus on phonics in KS2, comprehension and maths basic skills.	See above	4, 5, 6, 7
Teacher Assistant hours increased to allow for effective liaison / same day interventions.	Evidence indicates that Teaching Assistants can have a positive impact on pupil outcomes but that in order to be fully effective, close liaison with the classroom teacher is essential so that all staff share understanding of the planning, learning outcomes and success criteria of a lesson. <a href="#">EEF: Making Best Use of Teaching Assistants</a>  <a href="#">EEF Toolkit: Teaching Assistant Interventions</a>	4, 5, 6, 7

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

Budgeted cost: £116,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restorative Practice – key members of SLT to attend training around RP and to then cascade this in school. This will be embedded within the time frame of this plan.	There is a range of evidence, including a report published by the DfE, with a survey of schools showing 97% rated restorative approaches as effective.  <a href="#">Restorative Justice Council: Restorative Practice in Education</a>	a, b, c, d

<p>Embedding principles of good practice re attendance set out in the DfE's advice. This will involve training and release time for the DSL.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">DfE: Improving school attendance: support for schools and local authorities</a></p>	<p>a, b, c, d, e</p>
<p>Wider opportunities and cultural capital experiences – including funded music lessons, subsidised trips and residential visits.</p>	<p>Evidence suggests that disadvantaged pupils, including the more able, benefit from opportunities to gain experiences through school they may otherwise not be able to access.</p> <p><a href="#">DfE Nov 2018</a></p>	<p>2, 3, 4, c, d, f</p>
<p>Parent Support Advisor leading SAS Wellbeing review – work towards Award</p>	<p>A wide range of evidence supports whole school approaches to good mental health and wellbeing.</p> <p><a href="#">DfE: Promoting and supporting mental health and wellbeing in schools and colleges</a></p>	<p>b, d, e, f</p>
<p>Promotion of physical health across the school – employment of Sports Coach</p>	<p>Concerns around the physical health and levels of activity of primary pupils have been heightened following 'lockdowns' and disruption to education and out of school activities.</p> <p><a href="#">PHE: What works in schools and colleges to increase physical activity</a></p>	<p>b, d, f</p>
<p>Curriculum review to include embedding of work around careers, aspiration and enterprise.</p> <p>There will also be a clear focus on challenging stereotypes.</p>	<p>A wide range of evidence highlights the importance of beginning career and aspiration learning as early as possible, particularly to support disadvantaged learners to gain the knowledge, skills and understanding they need for success in the workplace in future.</p> <p><a href="#">The Education Commission: The Learning Generation</a></p> <p><a href="#">Drawing the Future</a></p> <p><a href="#">The Careers and Enterprise Company: Primary Fund Evaluation Impact Report 2021</a></p> <p><a href="#">Education and Employers: Starting Early</a></p> <p><a href="#">Career Development Institute: Career Development Framework</a></p>	<p>4, b, c, f</p>

**Total budgeted cost: £336,108**

## 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 2020 to 2021 academic year.

Following the low KS2 reading attainment at the end of the 2018-19 academic year, there followed a significant focus on developing all elements of reading across the school. The Autumn Term 2019 internal assessment data for Reception to Y5 illustrated that this effort was already having a positive impact. The Spring 2020 Y6 internal teacher assessment indicated that this cohort were on track to achieve the highest reading results for some years.

However, this was the point at which the COVID-19 pandemic began to affect education. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Despite a rapid development of high quality remote education and successful engagement with the DfE digital devices opportunity, EdTech support, Oak National Academy resources and National Tutoring Programme via employment of an academic mentor and tutoring provider, the impact of disruption to education has been most evidenced in our disadvantaged learners, particularly in maths.

Opportunities were taken, however, to drive forward development of a cohesive, knowledge-rich curriculum aligned with our school vision and ethos. The steep learning curve of remote education has undoubtedly enhanced our use of technology for teaching, learning, assessment and effective communication with parents and these are things we can build on to further support both pupils and families.

The school had in place excellent pastoral support for pupils and families and our commitment to this was again enhanced by necessity during this challenging time. We agree wholeheartedly with Marc Rowland when he states that: "Relationships underpin everything." Therefore, whilst we have a relentless focus on academic success, we also embraced Barry Carpenter's Recovery Curriculum and rebuilt our relationships on the return of all pupils to school using kindness, compassion and empathy – going on to win the global Empathy Week Award – a highlight in a very difficult time for all.

Whilst we were unable to provide many of the planned experiences for pupils in school, we found innovative and inventive ways to ensure that a broad cultural capital offer remained.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Learning by Questions (LbQ) 3 Year licence – Maths in Y6	<a href="https://www.lbq.org/">https://www.lbq.org/</a>
Reading Plus 2 x Licences for 3 years – Y6 until Easter then Y5	<a href="https://www.readingplus.com/">https://www.readingplus.com/</a>
TT Rock Stars	<a href="https://ttrackstars.com/">https://ttrackstars.com/</a>
Zumos	<a href="https://www.zumos.co.uk/">https://www.zumos.co.uk/</a>
PSHE Association	<a href="https://pshe-association.org.uk/">https://pshe-association.org.uk/</a>
Coram Life Education	<a href="https://www.coram.org.uk/what-we-do/education">https://www.coram.org.uk/what-we-do/education</a>
National College	<a href="https://thenationalcollege.co.uk/">https://thenationalcollege.co.uk/</a>
National Online Safety	<a href="https://nationalonlinesafety.com/">https://nationalonlinesafety.com/</a>
Nautilus	<a href="http://nautilus.education/">http://nautilus.education/</a>

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>Countdown calendars bought and used in school for children of deployed members of the forces.</li> <li>Staff time allocated for regular check-ins with pupils.</li> <li>Engagement with Little Troopers to provide support and information.</li> <li>Engagement with Pupil Premium Stockton Cluster meetings – standing agenda item to investigate best ways to support forces families</li> <li>ELSA support for pupils</li> <li>Involvement in events such as awareness raising around Remembrance.</li> </ul>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"><li>• Pupils and their families are and feel supported in school.</li><li>• Staff have raised awareness of the issues that may be particular to children of those in / previously in the armed forces.</li><li>• Key staff have received training around mental health and wellbeing in order to best support pupils and their families.</li><li>• The school has avenues of information and updates from external experts.</li></ul>
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## Further information (optional)

This Pupil Premium Strategy builds on several years of research (see links in previous Pupil Premium Strategy) and coherent planning around best ways to support disadvantaged learners in school and their families. Whilst new research is used to inform further developments, the school maintains a high level of support for pupils, parents and carers on an ongoing basis, linked to the challenges identified. Some examples of this embedded good practice are included below.

The school provides an excellent level of support for pupils across a wide range of needs. Often, there is an overlap of support between that evidenced in the Pupil Premium Strategy and that of the SEND school and local offers. This strategy details the actions specific to the spending of the Pupil Premium Grant. The SEND notional and individual spending are detailed elsewhere as appropriate.

The impact of the pandemic and subsequent disruption to education is evident both in the needs of pupils and their families and the support necessary to overcome challenges. Allocation of funds will need to be continually reviewed in light of the ongoing issues created by COVID-19 and the necessary responses to it.

Challenge	Ongoing work to support disadvantaged pupils in relation to this challenge
1	<ul style="list-style-type: none"> <li>• Effective liaison with all feeder providers</li> <li>• Key expectations information produced and shared with feeder providers</li> <li>• Storybook for parents and pupils to share during summer holiday</li> <li>• Parent Handbook and additional Induction Pack</li> <li>• Open events</li> <li>• Induction days</li> <li>• Support for parents via website</li> <li>• Additional staff (CA) within FS</li> <li>• Focus on routines and expectations in first term</li> <li>• Small group interventions around early reading / maths skills</li> <li>• Speech and language interventions including NELI, Talk Boost and BLAST</li> <li>• Targeted social groups</li> <li>• Parental engagement through ClassDojo, Stay and Play and Story and Rhyme sessions</li> </ul>
2	<ul style="list-style-type: none"> <li>• Whole staff CPD</li> <li>• Employment of specialist TA</li> <li>• Professional development for specialist TA</li> <li>• Extension of TA hours</li> <li>• Speech Link and Language Link assessments and programmes of support and intervention</li> <li>• Wide range of resources</li> <li>• Interventions - see Edukey</li> <li>• Use of techniques developed previously via 'Chatterbox Challenge'</li> <li>• BLAST</li> <li>• Communicate in Print IT programme</li> <li>• Google Translate used for EAL pupils</li> <li>• Translation of newsletters / general information for EAL families</li> <li>• Whole school focus on a communication friendly environment</li> <li>• Regular focus on communication in curriculum</li> <li>• Coordination with outside agencies including NHS and SALT</li> </ul>

3	<ul style="list-style-type: none"> <li>• Whole staff CPDL undertaken around teaching vocabulary.</li> <li>• All subjects / topics revised with focus on Tier 2 and Tier 3 vocabulary.</li> <li>• Knowledge Organisers created with focus on vocabulary.</li> <li>• Vocabulary assessment used to identify issues with particular pupils.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Staff training around Growth Mindsets.</li> <li>• Regular reinforcement around Growth Mindsets, including the Learning Pit, within lessons.</li> <li>• Staff training around ACEs.</li> <li>• ACEs identified within RAG rating meetings / pupil tracking.</li> <li>• Staff training around regulating activities and Theraplay.</li> <li>• Focus in teaching and learning on resilience – monitored through observations / work scrutinies / pupil interviews.</li> <li>• Whole school assemblies which focus on this area.</li> <li>• Specific support programmes for targeted individuals</li> <li>• Before and After school clubs</li> <li>• Bespoke support for individual pupils</li> <li>• ‘Break out’ / Sensory areas</li> <li>• ClassDojo used to share learning tips.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Specialist TA for speech and language</li> <li>• Reading Champion</li> <li>• Speech Link and Language Link assessments in Reception and Year 4</li> <li>• Decoding assessments for all pupils from Y2 to Y6</li> <li>• Ocular Motor assessments and remediation</li> <li>• Comprehension Express</li> <li>• Inference intervention</li> <li>• Reading Priority Rotas</li> <li>• Fluency Tracker</li> <li>• Introduction (in 2016-17) of Read Write Inc progressive phonics programme</li> <li>• Reading Street Readers</li> <li>• ‘At school’ readers</li> <li>• New Reading Areas and displays</li> <li>• Whole Class teaching of reading</li> <li>• Paired reading</li> <li>• Reciprocal reading</li> <li>• Reading Plus in Year 6</li> <li>• Learning by Questions</li> <li>• BRSP intervention programme</li> <li>• Project X reading intervention</li> <li>• Reading volunteers – trained via Reid Street</li> <li>• Class novel</li> <li>• Whole School Targets regularly focus on reading</li> <li>• Whole school focus on use of standard English</li> <li>• Focused weeks / days, i.e. Roald Dahl / World Book Day</li> <li>• Visiting authors</li> </ul>
a	<ul style="list-style-type: none"> <li>• Alarm calls for targeted parents / carers</li> <li>• Alarm clocks purchased for parents / carers</li> <li>• Collection of pupils as temporary support</li> <li>• First call and follow up for vulnerable pupils</li> <li>• Weekly tracking – meetings between admin and DSL</li> <li>• Letters to parents / carers – this now includes pupils who are regularly late. These letters have been reviewed and updated to provide parents with clear, easy to understand information about the effect of absence and lateness on educational outcomes.</li> <li>• Meetings with teacher</li> </ul>



	<ul style="list-style-type: none"> <li>• Meetings with DSL / SENDCo</li> <li>• Home visits / house calls</li> <li>• Coordination with outside agencies</li> <li>• Holiday Fines</li> <li>• 15 Day penalties</li> <li>• CME referrals</li> <li>• Medical Care Plans</li> <li>• EHAs</li> <li>• Bespoke motivation and reward systems</li> <li>• Provision of free breakfast club (time specific).</li> <li>• Presentation for parents re importance of sleep and how to establish bed-time routines.</li> </ul>
b	<ul style="list-style-type: none"> <li>• ClassDojo</li> <li>• PSA role, including signposting of advice and support</li> <li>• Achievement of 'Families First' Award</li> <li>• Improved / more accessible newsletters</li> <li>• Translation of all information for parents / carers with limited English</li> <li>• New Parent Brochure / Reception Storybook</li> <li>• Enhanced school website including Blogs</li> <li>• Reception Induction – including both afternoon and evening sessions</li> <li>• Year 2/3 Transition</li> <li>• Year 6 SATs Meeting</li> <li>• 'Meet the Team' information for parents</li> <li>• Termly Consultation meetings</li> <li>• Learning and Skills workshops in school for parents and carers</li> <li>• Family activities in school for families</li> <li>• Workshops for parents – NSPCC / Internet safety</li> <li>• Projects – for example K'nex Club</li> <li>• Parental Survey</li> <li>• Person-centred approaches to My Target, One Plan and EHCP meetings</li> <li>• Residential meetings for Y6 parents</li> <li>• Class / Year group assemblies</li> <li>• Play and Stay opportunities in Foundation Stage.</li> <li>• Performances – in and out of school</li> <li>• Bi-annual reports in new format</li> <li>• 'Open Door' policy</li> <li>• Parental notice boards on KS1 and KS2 yards.</li> <li>• EHAs as appropriate</li> <li>• Parents signposted to relevant training and support opportunities</li> </ul>
c	<ul style="list-style-type: none"> <li>• Experiential learning through visits and visitors – excellent examples being work with the Halle Orchestra, Aspirations Week, Festival of Ingenuity, Darlington Carnival, Eurovision etc.</li> <li>• Topic stimuli and finale</li> <li>• Nurturing of particular talents and interests</li> <li>• Funded Cinema visits</li> <li>• Sporting opportunities</li> <li>• Aspirations Week</li> <li>• Primary Futures assemblies</li> <li>• Review of research, i.e. 'Underachievement in Education by White Working Class Children...' and 'Supporting the attainment of disadvantaged pupils...'</li> <li>• Visits to enhance aspiration (Festival of Ingenuity for eg.)</li> <li>• Visitors to enhance aspiration</li> <li>• Review of curriculum to include Career Related Learning within topics.</li> </ul>

	<ul style="list-style-type: none"> <li>• Career Related Learning sheets created to extend learning beyond the topic / widen aspirations.</li> <li>• Topic stimuli and finale</li> <li>• Bespoke support for individual pupils</li> <li>• Nurturing of particular talents and interests</li> <li>• Involvement in opportunities – Big PIE Challenge / Tees Valley Trailblazers</li> <li>• Funded music lessons</li> <li>• Celebration of achievements via website, blogs and newspaper articles</li> </ul>
d	<ul style="list-style-type: none"> <li>• Engagement with global Empathy Week – led to school winning the award for 2021</li> <li>• PWP</li> <li>• CATs</li> <li>• Zumos</li> <li>• Concerns and worries shared through ClassDojo</li> <li>• Training for all staff around wellbeing / growth mindsets</li> <li>• Whole school focus on PSHE</li> <li>• Active 30 introduced including Activators</li> <li>• Specific support programmes for targeted individuals, including</li> <li>• Staff trained to deliver Art Therapy.</li> <li>• Before and After school clubs</li> <li>• Bespoke support for individual pupils</li> <li>• Attendance at Vulnerable Pupil Panel meetings</li> <li>• TAC meetings</li> <li>• Post incident reviews</li> <li>• Avoidance of exclusions plans / re-integration meetings</li> </ul>
e	<ul style="list-style-type: none"> <li>• See Child Protection and Safeguarding Policies</li> <li>• DSL(s) – training is kept current</li> <li>• DSL(s) provide training for all staff including dinner supervisors and governors</li> <li>• NSPCC training for staff</li> <li>• NSPCC Assembly for pupils</li> <li>• NSPCC workshop for parents</li> <li>• NSPCC Assemblies for pupils</li> <li>• Multi-agency working – through MASH, CAP , EHAs, etc</li> <li>• DSL Supervision at each SLT Meeting</li> </ul>
f	<ul style="list-style-type: none"> <li>• Free Breakfast Club provided for pupils as part of support plan.</li> <li>• Free uniform provided for pupils where needed, including shoes bought</li> <li>• Food for thought</li> <li>• Devices and internet access provided for pupils when needed for remote education.</li> <li>• Electricity top ups provided</li> <li>• Christmas gifts sourced for disadvantaged pupils</li> <li>• Christmas tree / decorations / food / crockery / cutlery etc provided</li> <li>• Bus pass provided for family</li> <li>• Poverty proofing considerations taken into account for all decisions around financial burdens on families.</li> </ul>