

St Helen Auckland Primary School – Catch-up Premium Strategy 2020 - 2021

Updated November 2020

Funding allocation (Mainstream Schools)

Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in years reception through to 11.

Payments

This funding will be provided in 3 tranches. We will provide schools with an initial part payment in autumn 2020, based on the latest available data on pupils. We will then distribute a second grant payment in early 2021, based on updated pupil and place data. For mainstream schools, we will use the 4 to 15 pupil headcount from the October 2020 census.

*The second grant payment will also take account of the initial part payment made in autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the summer term 2021.*

Though funding has been calculated on a per pupil basis, schools should use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

*Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year. (See also **EEF - School Planning Guide 2020-21**)*

Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

*Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (**DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020**)*

School Overview

Number of pupils in school YR – Y6	172
Proportion of disadvantaged <i>(Based on current numbers)</i>	50%
Catch-up Premium allocation (No. of pupils x £80) <i>(allocation calculated from census not current number)</i>	£13,120
Publish Date	November 2020
Review Dates	March/ July 2021
Statement created by	M Mackenzie
Governor Lead	

Current school context

St Helen Auckland Community Primary is a below average sized Primary school with 172 children on roll and a FTE Nursery. We have single age classes and numbers can fluctuate within the year as children move in and out of the area. A high proportion of children are known to be eligible for FSM meals and this increase significantly during last academic years lockdown and the Summer Term. In 2019 / 20 it had been 43.7%. This has increased to 50%. There are high levels of deprivation in the area. Some families have faced significant hardship during this time. School closures have had an impact on all pupils' learning, but there is a considerable risk that these closures have the biggest impact on disadvantaged pupils. EEF's rapid evidence assessment suggests that school closures could widen the attainment gap between disadvantaged children and their peers and potentially reverse the progress made to narrow the gap since 2011.

Rational for the Strategy (with specific reference to the impact of COVID 19)

<p>Barriers</p> <p>Pupil wellbeing</p>	<ul style="list-style-type: none"> • Children returned to school in September with a high number of children identified by families as anxious for the return to school. • The high focus on PSHCE and exploring worries and language around Covid 19 enabled positive relationships to form and children and staff to feel safe and supported
<p>Attendance</p>	<ul style="list-style-type: none"> • We opened school slowly with only a couple of year groups in school each day for the first week and full reopening on 7th September. 2.The first full week back was positive with 96.2% return. The attendance took a dip when 2 bubbles were sent home in week 5 and adult anxieties rose. Current attendance (Nov 2020 is 94.6% compared to 95.3% last year (-0.7%). • Encouraging a small number of reluctant families to return their children to school when a bubble is self-isolating is an on-going piece of work.
<p>Home learning in Lockdown</p>	<ul style="list-style-type: none"> • During the Summer Term we had 27 children accessing learning on site as vulnerable children or those of key workers. • The rest of the school was set weekly work, sent out via our communication app, and where needed home packs were available for families to collect from school • The majority of our families had no device or a device that was shared between siblings and were accessing learning via a mobile phone. Most families were engaging at some time in the week with learning but only a small number were working on home learning every day and moving the children’s learning forwards • Over the Summer Holiday families were provided with resource ideas and sign posting for wellbeing support and transition documents and video clips to help with transitioning back into school in September • Children returned in September challenged particularly in the following: <ul style="list-style-type: none"> Forming digits and handwriting had taken a backwards step Speaking and listening – listening to a range of instructions, speaking with expected clarity and appropriate language Sustained learning Independence, self-care and working on their own Fine motor skills Sustained writing • Teachers worked on the recovery curriculum from September until October Half Term with a high focus on key skills missed from Summer 2020 and wellbeing support.

Catch up / recovery curriculum	<ul style="list-style-type: none"> Assessments across FS2 – Y6 identify the following % of children unable to catch up to their previous learning abilities: Reading- 26% Writing- 34% Maths- 25% Wellbeing – 14% This does not take account of the children who were working below age related expectations in March. These children will also need a significant amount of support over the next year and probably longer. Key areas of learning to be supported in catch up identified as: Use of punctuation in writing, fluency of reading and basic comprehension skills, number facts- place value and times tables, use of spoken language, accurate use of spellings, KS1 - handwriting
Increased vulnerability	<ul style="list-style-type: none"> A significant number of families found themselves financially challenged over the first lockdown and the % of children eligible for FSM increased to 82 children (40%) with 87 PP (43%)
Online learning	<ul style="list-style-type: none"> Online learning was a significant barrier during the first lockdown for many families as most were accessing the weekly home learning packs on parents’ mobile phones. The gap between those who will have kept up with their learning and those behind where they are expected to be has widened. We have introduced Teams classroom and have received 23 laptops from the Dfe to support those families who told us they had no devices or devices that had to be shared by several children. We have also extended the Accelerated Reader contract to allow home reading to be better supported alongside other online learning through platforms.

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Staff CPD to develop a greater understanding of children’s mental health and wellbeing needs.	Staff are better informed and have greater clarity about how to support children with mental health needs. this is a focus of daily/ weekly teaching in the autumn term.
	B	Home learning is limited due to the current platform used and can be developed further to improve access to learning at home for all pupils.	A strong remote learning offer is in place. New hardware available for families to loan where online learning has been inaccessible. Staff trained in Teams Classroom to make full use of its facilities Weekly learning is available to all children as home work and daily learning available for those in isolation learning at home. Feedback given to pupils accordingly.

	C	High quality assessments used to plan appropriate learning practices tailored to cohorts and groups needs	Classroom practice to identify opportunities to check on learning Catch up learning to support rapid progress for identified children Regular assessment of the class and of catch up groups quickly identify and support those not 'keeping up' with learning
Targeted academic support	D	Only a small proportion of pupils engaged with the academic online learning materials provided for them in the Summer Term. This has resulted in some pupils working well below ARE.	Pupils make accelerated progress in reading, writing and mathematics from their starting points at the beginning of the autumn term.
	E	Some pupils had limited access to reading materials during the summer term and therefore, their reading ages are lower than expected.	Reading skills are much improved and rapid progress in reading ages are demonstrated on a termly basis.
Wider Strategies	G	Some pupils are struggling to settle back into class routines and have a limited attention span linked to difficulties experienced due to COVID 19 and lack of structured learning experiences since March 2020.	All pupils are able to focus on their learning during lessons.
	H	Reduced and intermittent attendance slows progress	Attendance patterns are consistent and positive Support is offered to families as required via PSA and SLT as well as the other agencies such as the school nursing team and Resilience Nurse
	I	Increase in financial hardship	All families eligible for FSM support have been identified Other support from Food Banks, uniform banks and hardship fund are made available

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Pupil wellbeing	<p>Staff trained in September on supporting pupil wellbeing – signs and symptoms of anxiety</p> <p>Curriculum to take account of daily support in class – time to talk, Talk about, mindfulness</p> <p>Learning Mentor support available to all pupils needing support daily</p>	<p>All staff are quipped for early recognition of children’s mental health needs.</p> <p>The profile of PSHE is raised throughout school and lessons are taking place on a daily/ weekly basis which support he mental health needs of all pupils.</p> <p>Tailored 1:1 support is given to individual children as soon as it is identified.</p> <p>Children can work through more</p>	<p>Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results; e.g. social and emotional learning (SEL) programmes.</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months'</p>	<p>£100</p> <p>LME2400 a month</p> <p>PSA £1,716 a month</p>	<p><i>Determined from pupil family surveys in the Summer Holidays</i></p>	<p>SENCO / PSA/ HT</p>	<p>Autumn term Training took place alongside staff meeting to look at class strategies to support full return to school. Good systems to ensure children received timely support form learning mentor were in place. Children returned with great positivity. Only a few struggled with behaviours around social distancing. Many showed signs of lowered resilience getting tired very quickly.</p> <p>Spring Term – 3rd lock down. Some staff offered bereavement training and lego therapy to further support families.</p>

	<p>Children referred on to resilience Nurse if further support is needed</p> <p>Families referred to One Point / CAMHS</p>	<p>challenging issues to ensure they can access the life of school and feel confident to express their feelings</p> <p>Families access more specialist support</p>	<p>additional progress on attainment.</p> <p>Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.</p> <p>Questionnaire to families prior to children returning in September.</p> <p>Daily check ins with children</p> <p>Phone calls and requests from home.</p> <p>Daily check in with children and families</p> <p>Communication with families – weekly support and advice sent out via ‘parentmail’</p>			<p>Advice and support offered to families for full return on 8th March. PSA actively supporting vulnerable families through Teams meetings and phone calls. During 3rd Lockdown LM made daily phone calls to children not in school which were very well received.</p> <p>A couple of referrals made to resilience Nurse and more to CAMHS as families noticed increased struggles mainly due to lack of routine and social interaction.</p> <p>Questionnaire sent out again ready for full return in March – issues mainly around getting back into a routine and concerns</p>
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			Communication with families via PSA Operation encompass reports				around the virus in school. Weekly updates sent out to families via parentmail and a video weekly assembly sent.
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Attendance	Information sharing of documents to reassure families of safety in school Expectation of children's attendance shared with individual families Correct coding of registers to ensure attendance data is correct	Families feel school is as safe a space as it can be Families are clear of their duty to ensure children are being educated Data is accurate taking account of the different circumstances	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	PSA time each morning -as above £1,716 a month	SIMS attendance	PSA / HT	Attendance in Autumn Term started better than most years mainly due to a lack of holidays being taken. There was a feeling that it was time the children were back to a sense of normality by attending school. As the reality set in and routines wavered with some families we struggled to engage several to send them into school. As soon as bubbles were sent home due to a covid case this exacerbated their fears and they kept the children at home. 2 traveller families 4 with family / child anxieties

	<p>Informal support and reassurance offered to parents not sending children into school- involve other agencies such as the traveller service / school nursing</p> <p>More formal plan put in place with online meetings</p> <p>Support offered where we can to those struggling with one sibling self-isolating and parent unable to get the other child to school (walking bus / taxi service)</p>	<p>Families will be reassured to send children to school</p> <p>Children will not miss out on vital learning and attendance will improve</p> <p>Children are not at home when they could be in school</p>	<p>Daily checks of attendance and communication with families through phone calls, text messages, 'Parentmail' and home visits</p>	<p>Approx. £150 a fortnight for a taxi (3 families potentially identified not living in walking distance to be supported by other families)</p>			<p>1 family insisting it wasn't safe in school 2 families struggling to send a sibling in if one was self isolating. Coding of the register caused a few challenges. Working with non engaging families was a challenge and trying to reassure whilst concerned for the child's education was a fine balance. Lack of evidence for family covid cases was also difficult o challenge with these families. Attendance: Sept – Oct 93.7% Sept – Dec 94.8%</p> <p>Dfe guidance for 8th March makes a clearer message for families for all children to return to school. Dfe returns though important have been another layer of admin for SLT alongside monitoring covid cases within the community.</p>
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation

							(autumn, spring, summer)
Home learning / online learning	<p>CPD provided for staff on the effective use of the new online learning platform Teams Classroom and Accelerated Reader Myon. Children are trained in its use.</p> <p>Parents/carers are made aware of the platform and how it can support home learning.</p> <p>Survey families for devices and broadband needs</p> <p>Order Dfe supplied laptops for those who do</p>	<p>The new platform is in place and staff, pupils and parents are able to use it effectively.</p> <p>Home learning to include homework and additional catch up work is enhanced and can be quickly shared with parents</p> <p>School aware of families unable to access online learning</p> <p>All families have equal access to on</p>	<p>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</p> <p>An EEF and Durham University study found that 'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time'.</p>	<p><i>Routers purchased – Jan 21</i></p> <p><i>Grant funded bid applied for via the AAP for 30 devices to support families with courses, home work and applications for work – Dec 20</i></p>		<p>JP / MM</p> <p>LN</p>	<p>Staff Training delivered for TEAMS and usernames set up for staff and pupils. Information shared with families and passwords sent home for home learning / homework. When the first bubble in KS2 was self isolating (Y4) we managed to secure 23 Dfe laptops to support learning at home. Questionnaire was sent to families to gain important of who needed support. Routers were purchased using school budget (4 routers)</p> <p>Staff planned lessons to ensure information was sent home immediately that a class / individual had to SI. This was via parentmail with all the planning followed by a home learning task sheet with all links to powerpoints and oak academy / bbc etc. Learning was added onto children's class teams pages.</p>

	<p>not have devices at home</p> <p>Source and order dongles / sim data cards to support internet access at home</p>	<p>line learning platform</p>		<p>Vimeo video recording purchased</p>			<p>Nursery had video learning uploaded each day.</p> <p>Teams training allowed all learning to be uploaded onto the class platforms – videos, powerpoints, quizzes, assignments and latterly live session for school / class cohesion.</p> <p>Teachers feedback a couple of times a week for each child on a sheet in their own individual folders as we had no means of off erring positive feedback. Staff needed guidance as to what sort of comments to put that would support engagement and motivate the children alongside ensuring misconceptions were gently dealt with.</p> <p>We still have several families not engaging with learning despite having devices and routers available to them. Text books for Englis and Maths were purchased and distributed to support those struggling with technology. We are concerned that the gap of those on track with</p>
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							learning and those behind will have widened too much to look at 'catch up'.
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Increase vulnerability – family support	<p>Timely support offered to families struggling through school PSA and referrals to other agencies</p> <p>Information sharing, advice and self-referral information shared with families each month via parentmail</p> <p>Financial support offered through food bank, uniform bank, FSM checks and careful consideration to</p>	<p>Families feel able to fully support their children's emotional and educational needs</p> <p>Families know where to access support from at the point of need</p>	<p>Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.</p> <p>The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.</p> <p>Two recent meta-analyses from the USA suggested that</p>	PSA time as above		PSA / MM	<p>Families needed a lot of guidance and support at the start of the year and although happy for the children to return to school did encounter issues with finances and mental health. Time to talk to whoever they were most comfortable with in SLT / PSA was vital. Often reassurance was all that was needed but some referrals were made and signposting to agencies.</p> <p>A lot more FSM checks were made and the number increased into the 80's. Parents engaged well with school and were able to access food vouchers and</p>

	<p>expectations from families when putting on events (the cost of a school day training)</p> <p>Application for grant to support home learning (back to school grant) to provide stationary packs for children</p>	School can support home with educational resources	<p>increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)</p> <p>Operation encompass reports</p> <p>Family self-referrals</p> <p>Questionnaire prior to children returning</p> <p>Attendance records</p>				<p>uniforms when needed.</p> <p>We had 2 operation encompass reports, families engaged well with school to access additional support where needed.</p> <p>Families were reluctant to come into school for food hampers for a variety of reasons so when we could we reverted to vouchers again. Home learning packs were available to all families in February – stationary and text books.</p>
Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Academic Catch up	Assessment of progress made at the end of the Recovery Curriculum period – October half term	Children able to catch up to previous learning abilities with support from school interventions and home support	<p>Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)</p> <p>Assessments from recovery curriculum.</p>	TA £74 an hour – each		TLR teacher and DHT	<p>Children returned in September to their previous teacher to allow for a swift return to learning. The curriculum was Summer Term core objectives up until October half term. This was a highly successful strategy and hand over to the new</p>

	<p>15 min daily interventions for all identified pupils – basic skills 2 weeks reading, 2 weeks writing, 2 weeks maths on a rolling programme of identified need</p> <p>Online additional support for home learning identified and posted in to individual children's files</p>			<p>class having 1hr 15 a week =approx£95 a week x 7 classes Total £665 a week. X 20 weeks to Easter = £13,300</p>			<p>teacher with professional dialogues planned to aid transition.</p> <p>Interventions worked well whilst children were in school. These were challenged by class SI for 2 weeks (Y4 - twice, Y5 once, Y2 once, Y1 twice and Reception once). The rolling programme of areas to work was an effective way to work allowing time to consolidate learning.</p> <p>Due to lock down the interventions couldn't happen and so much more learning has been lost we will evaluate where the children are at when they return. Subject leaders have identified core objectives to follow from January – July and this will be further refined to allow for a smaller curriculum to cover with more concentrated support. The devices we have in school will be offered to children needing additional support and learning either in school (clubs in Summer Term)</p>
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							or at home (weekends and holidays)
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Changes in National situation – January 2021
 Country in National Lockdown for a 3rd time. All children learning from home. (vulnerable children and critical worker families attending in school)
 New guidance and expectations for remote learning published with content, quality and timings given.
 All families expected to be engaging in home learning.
 Schools to offer support for technology (devices / routers etc) to support online learning.
 School to be offering pastoral support and actively engaging with vulnerable families.
 School to provide food vouchers to FSM children and winter vouchers during half term.

All children to return to school on 8th March

Spring Term Actions

Area of need	Action	Desired outcome	Person responsible	Evaluation / impact
Provide quality remote learning	Teacher provide daily learning in TEAMS – mix of video lessons, links to websites (oak academy etc), power points, quizzes and introduce weekly live class meetings. JP monitor provision and support teachers to make improvements where needed.	All children at home are accessing daily learning and making progress through the terms objectives	SLT	The provision was of a high quality and teachers persevered with different approaches to engage and motivate families to access on line learning. We struggled to engage the hardest to reach and offered places in school but they were reluctant to take these up. We had more success with the

	Technology offered to families where needed.			text books that went home that families worked their way through but not necessarily what the teacher needed them to learn. The long-term learning impact was very low. Giving devices and routers to some families were not even used.
Provide quality learning in school for vulnerable and critical worker children	Teachers / support staff teach the same curriculum in class as offered at home.	Children in school continue with their rates of progress in all core areas of learning.	Class teachers	These children in school can demonstrate good levels of progress and strong learning ethos. Many of them struggled to maintain this when all the children returned. The online learning was of a high quality but children at home rarely uploaded work from home for teachers to assess. The exercise books from home were brought in to support teachers make as accurate judgements as

				possible of where the class and individuals were.
Return children safely and confidently to class	Class meetings set up to prepare children socially for being back at school. Tips sent to families to get children back into routines and being independent prior to school starting.	All families feel confident to return children to school. All children settle back into school routine quickly. Children needing additional support have it available to them via their class team or Learning Mentor	SLT	Return to school went smoothly and all families returned safely. It was clear that they had supported the children with routines and many contacted school prior to the return to discuss anxieties and concerns. A high weighting was put on wellbeing to make sure we could pick up children's needs early and put additional support in. We have seen an increased number of referrals go ahead initiated by a range of professionals.
Assess children learning from January to March	Using stimulus from wholes school panto create activities to assess children's reading / writing / Maths from lockdown learning	Children feel settled and confident to join in learning activities – focus on core areas (reading, writing and maths), social and emotional, physical.	Teachers	There were some children who had kept up with a learning ethic at home but most struggled with the stamina of full days in school. It was fairly

				<p>straight forward to identify and assess who was struggling and where the whole class was in terms of objectives covered and mastered. It was clear that it was going to be vital to revisit all year group core objectives so we altered what was vital for their cohorts to know and use. We also looked at the most efficient and affective way to deliver these.</p>
<p>Reduced and targeted curriculum from March - July</p>	<p>Subject leaders identify core objectives to cover from March – July as a focus of the curriculum.</p>	<p>Curriculum coverage is manageable and not overloaded. Teachers know what is important to deliver.</p>	<p>Subject leaders</p>	<p>SLT worked from the National Curriculum rather than Durham LA to identify core learning for each cohort that could be covered and assessed at the end of the year. This was successfully disseminated to teachers for delivery in the Summer Term. WE asked for support from the LA via</p>

				CPD form but it wasn't picked up in time.
Target children for 1:1 small group support	Children struggling to engage with learning to be offered support form learning mentor. Children fallen behind learning abilities from December offered group work interventions. School to look into the National Tutoring Programme that can be delivered either in an after school club or at home using school devices	Children who won't achieve the curriculum planned without intervention in school will receive it.	SLT / class teachers	Dfe National Tutoring Programme webinar was attended by SLT School identified those who would most benefit from tutoring. Class teachers put catch up programmes in place but these will need to be continued throughout the Summer Term.
Relook at out of hours provision to support working families	Questionnaire for families to audit needs Look at a reduced breakfast club provision (maybe without food and reduced times) to start before we break up for Easter	Some return to breakfast club can be reinstated	SLT	Need to Breakfast Club provision for what we could offer was quite low. We had 8 -10 children needing this facility so were able to set it up to start. Once we can offer food in the Summer Term we will resume charging.
Staffing in school with new CEV group identified	Individual risk assessments completed to look at how each class is	Staff are safe to deliver their lessons and children have a teacher planning	SLT	All relevant staff have an up to date risk assessment.

and changes to pregnant and breastfeeding ladies	covered in lockdown and when all children return.	for and delivering learning either in person, through remote learning and if needed on return of all children through live lessons		The school risk assessment is kept up to date in line with new Dfe guidance and support from the LA
Summer Term Actions:				
Area of need	Action	Desired outcome	Person responsible	Evaluation / impact
Provide quality remote learning for children Self Isolating	Teacher provide daily learning in TEAMS – mix of video lessons, links to websites (oak academy etc), power points, quizzes and introduce weekly live class meetings. JP monitor provision and support teachers to make improvements where needed. Technology offered to families where needed.	All children at home are accessing daily learning and making progress through the terms objectives	Class Teachers	All children had access to TEAMS but not all children were accessing it. We had to revert to paper copies of work going home linked to work books. Teachers live lessons were effective for those online and videos sent out to children via parentmail were well received and supported concepts in learning – we will continue with videos for phonics / early reading etc next year to help parents support at home. Laptops for home learning were available but not requested very often.

<p>Provide quality learning to support children achieve core year group objectives</p>	<p>Staff to plot the core subject objectives from the National Curriculum over the term- Literacy concentrating on:</p> <ul style="list-style-type: none"> • Didactic teaching / word cards / dictation for spelling and handwriting and sustainability • Accelerated Reader targeted to support comprehension in reading • Whole class text lessons / story and Novel times each day • Purchase Star Maths to support class and individual place value and number work in KS1 /2 - £3,398 for this 	<p>Children have the best chance to recover lost learning</p>	<p>SLT supporting class teachers</p> <p>Class teachers with TA support</p> <p>Janet Elmes Literacy Lead / class teachers</p> <p>Class teachers</p> <p>J Parker – Maths Lead</p>	<p>Objectives plotted from March to July successfully to support focused planning</p> <p>Highly successful and effective way to deliver learning</p> <p>Useful to have the facility to use at school and at home and was an assessment tool that linked with FFT</p> <p>Vital to keep going with this next year and to link it to the changes to EYFS and phonics around reading</p> <p>This supported the children’s learning at home as well as at school</p>
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	<p>and accelerated reader</p> <ul style="list-style-type: none"> Restart the external sports coaching in school – using Sports Premium 		C Stott – PE lead	<p>and linked with FFT end of year assessments</p> <p>Children really encoded having coaches in to support sports (swimming for Year 6 at the end of the year but they only had 3 session meaning some parents were not prepared to buy costumes to send them)</p>
<p>Provide quality tutoring and additional support for children challenged in their learning due to the pandemic</p>	<ul style="list-style-type: none"> Organise tutoring for identified children in KS2 (including current Y2) APPROX 6 - 8 per class £1.01 per child on line / £1.15 face to face for each 30 minute session. They have 15 x 30 minute sessions in either Literacy or Numeracy 	<p>Children who were previously on track or part of previous catch up prior to 2020 needing extra support have access to it and can get back to similar levels of learning</p>	<p>SLT</p> <p>EY's Lead to set up. FS2 TA</p> <p>J Elmes – Literacy lead</p> <p>Class Teachers – SLT to monitor</p>	<p>Tutoring was delayed considerably but once it was set up the children enjoyed their sessions on line and we focused and engaged. We currently have spent £302.09 on tutoring through Sunderland University and they owe us sessions next academic year. We need to decide if we continue with them 2021-22 or do in house tutoring using our own staff.</p>

	<ul style="list-style-type: none"> • Neli Programme in FS2 to support children vocabulary • National Literacy Trust – support improvements in reading in Y2 • ‘Catch up’ programmes organised in each class with the TA for those who need additional support in core objectives (reading – word recognition and comprehension, writing – transcriptional, Maths – Number and Place Value, taking the input from NCETM) 			<p>This was targeted at 4 children to improve language and for 2 it improved their ability to talk and join in discussions in class. The absences due to Covid impacted on the other’s progress. Well worth continuing next year.</p> <p>Staff trained and children identified for starting the intervention in Y2 from Autumn Term</p> <p>All teachers used their own teaching assistants to support children not in tutoring and below what was expected of their individual progress. It is a big task and we need to make sure we pick up the right children in September for the different interventions and support.</p>
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				<p>been successful. Timescales not adhered to by the LA due to COVID has set back outcomes for some children.</p>
<p>Emotional and wellbeing support for families</p>	<p>Phone calls home to continue for our current vulnerable families and those we are worried about. Regular communication sent home to support families trying to overcome issues from the pandemic.</p> <p>Activity Learning set up for families wanting / needing to improve fitness and diet</p> <p>Re start breakfast club for those needing support for morning routines</p>	<p>Families feel supported and can ask for support in all areas of family life and parenting.</p> <p>School can appropriately sign post when needed.</p>	<p>R Carrol – PSA P Bays - LM</p>	<p>Regular phone calls were made to vulnerable families even if the children were in school. Weekly items were tagged to the newsletter / updates to home to support with aspects of challenge following the lockdowns.</p> <p>We had 4 families sign up to this but as it was a 12 week programme enthusiasm wavered towards the end.</p> <p>Breakfast Club was up and running for working families but restricted to time for safety reasons.</p>

				We will ask families to book a place again in September so we can put the right restrictions and measures in place
Transition support	<p>Y6 – transition documents produced and sent to Secondary schools. Y6 children needing additional support with transition are identified and information shared with LA FS2 2021 – new welcome video produced and sent out & upload to website Brochures and forms given out to families Look at ideas for families to spend time in school – maybe a picnic on the field if allowed</p> <p>Children new to our school offered an after school tour of the spaces</p>	Children at any point of transition can make happy and supportive moves on their learning journey	M Mackenzie – HT J Elmes – EYS Lead	<p>All transition documents written by teacher before she left for her maternity leave and sent in timescale.</p> <p>Additional support was identified via the secondary schools and the LA and put into place via teams and in some cases in person.</p> <p>Videos for new starters were well received and should be continued next year as an effective tool for all children transitioning classes for families to refer to over the holidays. All children new to our school were offered 1:1</p>

	<p>Review the changes that have taken place and decide on any good practice to move forward for September 2021 – drop off / pickups etc</p> <p>Support transition for children leaving for specialist provision</p>			<p>look around and all except 1 took us up.</p> <p>All staff had the opportunity to discuss what would now be good practice and what is only there during covid restrictions.</p> <p>1 child leaving for specialist provision had transition arrangements put in place in our school and the next.</p>
Building / Environment Improvements	<ul style="list-style-type: none"> • Painting in main building completed • Blinds in main building completed • FS2 play area remodelled (AAP funding) • Replace rotten and broken play equipment on the playground • Boiler room works over the Summer to 	The school is a safe and purposeful environment	Linda Nichols -Business Manager	<p>Completed – Summer Holidays</p> <p>Completed – Summer Holidays</p> <p>Completed but needs addition works on landscaping to make it less austere and to support improving wellbeing (nature) and language – exploring as well as physical with purposeful bike / run areas. Further grant</p>

	remove asbestos and replace boilers			<p>funding to be investigated to support this.</p> <p>Play equipment – not replaced, difficulties sourcing someone to complete it – on going</p> <p>Boiler room – some safety concerns prior to return but smoothed out before the children returned. At present they will be on site until October half term</p>
Attendance	<ul style="list-style-type: none"> • PSA to continue to raise families awareness of the statutory duty to bring children to school • Continue to work with families at risk of concerning attendance – put targeted plans in place • First day absence phone calls and medical evidence requested 	All children have a positive attitude to coming to school and families are supported to make the right adjustments to support this.	Rachael Carroll -PSA / M Mackenzie HT / Office Support	<p>Attendance at the end of the school year was 94.9% for the whole year and from return in March was 95.2%</p> <p>There continue to be families not able to adhere to statutory duties around attendance at school and ensure correct coding was put to absences for covid related absence was not always straight forward.</p>

				13% of children from FS2 – y6 had below 90% attendance (PA). PSA referred in several families and requested medical evidence from most. LA had a softer approach due to Covid.
Staffing / Governors	<ul style="list-style-type: none"> • Advertise and appoint for roles in school – Office Manager for Sept, Maternity leave teachers Upper KS2 and Nursery • Advertise and appoint for Governor vacancies – cop opted and Parent 	<p>School has the staffing in place for continuous and quality provision.</p> <p>The school is supported and challenged by a well-functioning and informed Governing Body</p>	HT	<p>All appointments made and documentation gathered. SCR up to date and Personnel files set up. 1 more appointment to be made – cleaner position and paperwork gathered for new TA starting in October for a maternity leave.</p> <p>Governing Body to be enhanced by appointment of an ex parent (Mr Wright) and if agreed the local Councillor.</p> <p>School to advertise again for a parent Governor in September</p>

<p>Training and Development</p>	<ul style="list-style-type: none"> • Middle Leader Training for Subject Leaders • Training for loss and bereavement -all staff • Training for anxiety for all staff • Renew training for First Aid and CP where needed and e safety for all staff working with children • Training for IT – use of apps and resources to better support catch up and individual learning needs 	<p>Staff have the opportunity for professional development for their own leadership roles and responsibilities and t carry out their roles with the correct skills and knowledge</p>	<p>SLT</p>	<p>Completed and Subject Leaders to create own action plans policies and supportive materials for all staff.</p> <p>Loss and Bereievement training completed and was very helpful for all staff supporting children, families and Colleagues.</p> <p>Some first aid training complete – an audit of future training needs to be completed in September 21</p> <p>Training complete for apps and new technologies to supporting core curriculum</p>
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Additional funding supporting provision

Data at the end of Autumn 2 catch up programmes. These were not very successful due to absences, bubbles self-isolating and staff absences

% taking part in subject catch up

Year group	Reading	Writing	Maths
FS2	33%	33%	33%
Yr 1	23%	23%	23%
Yr 2	21%	35%	17%
Yr 3	16%	33%	29.9%
Yr 4	39%	39%	43%
Yr 5	40%	45%	50%
Yr 6	53%	53%	53%

% of children who achieved objectives (successfully caught up -Dec 2020)

Year group	Reading	Writing	Maths
FS2	14% (1/7)	14% (1/7)	14% (1/7)
Yr 1	40% (2/5)	40% (2/5)	0
Yr 2	16% (1/6)	10% (1/10)	20% (1/5)
Yr 3	60% (3/5)	50% (5/10)	33% (3/9)
Yr 4	55% (5/9)	22% (2/9)	55% (5/9)
Yr 5	37% (3/8)	11% (1/9)	40% (4/10)
Yr 6	50% (4/8)	25% (2/8)	37% (3/8)

Moving forward catch up and tutoring for individuals and small groups needs to be planned in a way that enables learning programmes to continue remotely making use of the devices and routers we have to send home or use in classrooms and break out spaces.

Spring summary

Remote learning was becoming more slick and improved in quality as the weeks progressed. Children were able to upload work enabling teachers to offer feedback. There was still a high % unable or unwilling to engage in learning this way. All devices were loaned out (23) and we managed to receive the full additional 17 devices from the dfe prior to children returning on the 8th.

We ordered text books for English and Maths for Reception – Y6

Summer summary

Summer Term was a busy and packed term with staff trying to over learn and cover the core objectives identified in the MT plans. The end of year data was disappointing and shows the long term impact of the learning from home and the term lost in Summer 2020.

There were classes and staff self isolating and even with the best quality on line learning we could offer the % accessing it was lower than we would have expected as we had all the technologies to support families.

Children benefited from all the interventions put in place but the most important driver to support children back to learning was being in school every day. There is a direct correlation between attendance at school and outcomes in learning.

The final data on outcomes does not take into account the hard work that has gone on to reassure and support individuals and families going through exceptionally challenging experiences.

A lot has been learnt by staff of better ways of working and new and innovative ways of communicating, teaching, using resources and engaging with other professionals that we will continue to adopt in the next academic year.

Staff felt supported and listened to and were proactively engaged when possible with decision making that affected them. The school ended 20-21 as a tight unit / team with clear focus and direction.

St Helen Auckland Community Primary School

Pupil Premium Strategy Statement 2020 – 2021

1. Rationale

At St Helen Auckland Community Primary and Nursery School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result all our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupil entitled to Pupil Premium and those who are not.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
85	Per Pupil £1,320 39 (£51,480)	Per Pupil £1,320 46 (£60,720)	Per Pupil £1,700 1 (£1,700)	Per Pupil £300 6 (£1,800)

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

3. Early Year Pupil Premium Funding

Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
31	Hourly Rate £0.53 22 (£6,646.42)	Hourly Rate £0.53 12 (£3,625.32)	Hourly Rate £0.53 10 (£3,021.10)	Hourly Rate £0.53 (£6,646.42)

4. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	168	Number of Pupils Eligible	85
Total Pupil Premium Budget	£115,700	% of Pupils Eligible	51%

5. 2019- Outcomes (2020 data unavailable due to Covid 19)

KS1 Year 2 - 28 pupils	PP Pupils			Other			SCH GAP	Year 6 - 20 pupils	PP Pupils			Other			SCH GAP
	SCH	NA	DIF	SCH	NA	DIF			SCH	NA	DIF	SCH	NA	DIF	
Expected Standard R	57	62	-5	64	78	-14	-21	Expected Standard R	81	62	+19	50	78	-28	+3
Expected Standard W	50	55	-5	64	73	-9	-23	Expected Standard W	75	68	+7	50	83	-33	-8
Expected Standard M	64	63	+1	71	79	-8	-15	Expected Standard GPS	94	68	+26	75	83	-8	+11
Year 1 Phonics	78	71	+6	84	84	0	-6	Expected Standard M	81	68	+13	50	83	-33	-2
EYFS GLD	78	56	+21	62	75	-12	+3	Expected Standard RWM	56	51	+5	25	71	-46	-15

8. Internal Barriers to Future Attainment		
In-school barriers		Desired Outcomes
A	Low levels on entry of PP pupils, particularly in communication, literacy and language, health and self care, number and technology.	Pupils eligible for PP make progress in line with national expectations in reading and writing, health and self care, number and technology.
B	Progress of KS1 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage
C	Low levels of resilience for some pupils (including those eligible for PP)	Levels of resilience will be improved, shown through improved attainment and progress.
D	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, mental health and attachment needs, impacting upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage
E	Behavioural issues for a small group of pupils (mostly eligible for PP) are having a detrimental effect on their academic progress.	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes
F	Progress of KS2 pupils who are eligible for PP making less than expected progress.	Pupils eligible for PP in KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2
G	Progress across school in writing for pupils who are eligible for PP making less than expected progress	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage

9. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

In-school barriers		Desired Outcomes
H	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.
I	Low attendance rates for some PP children	Improve overall PP attendance in line with national expectations.
J	Social deprivation	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.
K	Less engagement in home reading by adults and opportunities to support and value reading.	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.
L	Parenting capacity – lack of routine, sleep, food, homework	Increased parental engagement ensuring that all children are supported and have their basic needs met.

10. Pupil Premium Planned Expenditure

	Desired Outcomes	Action	Evidence Source	Expenditure	Baseline Data	Evaluation (Autumn, Spring, Summer)
A	Improve outcomes for Pupil Premium pupils in communication language and literacy	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training and Support CPD Cost: £800	60% of Pupil Premium pupils did not make good levels of development in speaking, listening and understanding	Autumn Term – 27% of PP children on track in Listening, 45% of PP children on track in Understanding and 36% of PP children on track in Speaking. CPD opportunities offered by Durham County Council and supporting organisations taken by staff. Increased opportunities to develop language implemented in the setting. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 43% of PP children on track in Listening, 36% of PP children on track in Understanding and 36% of PP children on track in Speaking. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in communication language and literacy.	PECS training for Early years staff	Findings from the Delaware Autistic Program found that 76% of all children placed on PECS acquired speech as either their sole communication system or augmented by a picture-based system.	PECS training for TA (x 1) Cost: £330	60% of Pupil Premium pupils did not make good levels of development in speaking, listening and understanding	Autumn Term – 27% of PP children on track in Listening, 45% of PP children on track in Understanding and 36% of PP children on track in Speaking. PECS information video shared with staff. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 43% of PP children on track in Listening, 36% of PP children on track in Understanding and 36% of PP children on track in Speaking. Progress and assessment difficult

						due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in communication language and literacy.	ELKLAN Speech and Language training for Early Years staff	Research carried out by Sheffield University found that children who received Talking Matters support progressed by an average of seven months in their language development, whilst children in the control group who did not receive the Talking Matters support progressed by two months.	Elklan Training for TA (x2) Cost: £135	60% of Pupil Premium pupils did not make good levels of development in speaking, listening and understanding	Autumn Term – 27% of PP children on track in Listening, 45% of PP children on track in Understanding and 36% of PP children on track in Speaking. Awaiting training later in the school year when available. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 43% of PP children on track in Listening, 36% of PP children on track in Understanding and 36% of PP children on track in Speaking. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in communication language and literacy.	BLAST Speech and Language training for Early Years staff	Research carried out by Sheffield University found that children who received Talking Matters support progressed by an average of seven months in their language development, whilst children in the control group who did not receive the Talking Matters support progressed by two months.	BLAST Training for TA (x3) BLAST programme Cost: £670	60% of Pupil Premium pupils did not make good levels of development in speaking, listening and understanding in Early Years	Autumn Term – 27% of PP children on track in Listening, 45% of PP children on track in Understanding and 36% of PP children on track in Speaking. Training to be undertaken later in the school year. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 43% of PP children on track in Listening, 36% of PP children on track in Understanding and 36% of PP children on track in Speaking. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in health and self care	PD training for Early Years teachers to ensure	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional	Early Years Training and Support	22% of Pupil Premium pupils did not make good levels of	Autumn Term – 36% of PP children on track in health and self-care. CPD opportunities offered by Durham County Council and supporting organisations taken by staff. Increased

		Quality First Teaching.	development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	CPD Cost: £800	development in health and self-care	opportunities to develop health and self-care implemented in the setting. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 57% of PP children on track in health and self-care. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in number.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training and Support CPD Cost: £800	50% of Pupil Premium pupils did not make good levels of development in number.	Autumn Term – 36% of PP children on track in number. CPD opportunities offered by Durham County Council and supporting organisations taken by staff. Increased opportunities to develop number implemented in the setting. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
A	Improve outcomes for Pupil Premium pupils in technology.	PD training for Early Years teachers to ensure Quality First Teaching.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	Early Years Training and Support CPD Cost: £800	60% of Pupil Premium pupils did not make good levels of development in technology	Autumn Term – 36% of PP children on track in technology. CPD opportunities offered by Durham County Council and supporting organisations taken by staff. Increased opportunities to develop technology implemented in the setting. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.

B	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Reading books linked to Letters and Sounds phonics programme.	EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Phonics reading programme (as part of Accelerated reader/MyOn programme) Cost: £2,000	37% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Reading. All children have individual access to MyOn and Accelerated reader resources at school and at home. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Reading. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
B	Improve outcomes for Pupil Premium pupils in reading in Year 1 and 2	Early star reader access for all children	An EEF and Durham University study found that 'The internet based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time'.	Early star reader licences Cost: £1,750	37% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Reading. All children have individual access to Early Star Reader and are tested regularly. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Reading. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
B	Improve outcomes for Pupil Premium pupils in Phonics test at the end of Year 1	Phonics training for teaching staff	EEF Research found that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.	CPD Training for teaching staff Cost: Through CPD	22% of Pupil Premium pupils did not meet the required pass rate for the 2019 Phonics test.	Autumn Term – Phonics Test for 2020 children completed in Autumn Term. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 40% of PP children in Year 1 are currently on track in Reading. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures. Phonics tests to be administered in the 2021/22 academic year.

B	Improve outcomes for Pupil Premium pupils in maths in Year 1 and 2	Use of White Rose maths resources	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a string focus on pupil outcomes have a significant impact on student achievement	White Rose maths resources Cost: £0	31% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Maths. White Rose resources used to support daily maths teaching. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Maths. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
B	Improve outcomes for Pupil Premium pupils in maths in Year 1 and 2	Use of Times Tables Rock Stars programme	Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.	Times Tables Rock Star Cost: £168	31% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Maths. All children have individual access to Times Tables Rockstar resource. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Maths. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
B	Improve outcomes for Pupil Premium pupils in in Year 1 and 2	Retention and development of effective and qualified staff	EEF recommendation that 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.	2 x KS1 Teachers CPD Cost: £2,000	37% of Pupil Premium pupils did not achieved the expected standard in reading by the end of KS1. 44% of Pupil Premium pupils did not achieved the expected standard in writing by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Reading and Maths. 50% of PP children in Year 2 on track in Writing. CPD opportunities offered by Durham County Council and supporting organisations taken by staff. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Reading, Writing and Maths. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.

					31% of Pupil Premium pupils did not achieved the expected standard in maths by the end of KS1.	
C	Increased levels of resilience and independence for Pupil Premium pupils.	Whole school teaching of TALKABOUT programme, promoting independence, self esteem and resilience.	<p>TALKABOUT allows schools to set social skills targets and measure and report on progress.</p> <p>Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results; e.g. social and emotional learning (SEL) programmes</p>	<p>Staff training and TALKABOUT resources</p> <p>Cost: £760</p>	<p>Pupil questionnaires</p> <p>Wellbeing Wheels completed at the start of term</p>	<p>Autumn Term – Pupil Wellbeing has been a major focus of the Autumn Term following children’s return to school. Range of resources accessed by staff to support teaching and pupil support.</p> <p>Spring Term – Wellbeing has continued to be a main focus of the Spring Term. Following Lockdown 3, staff are working to support children regain levels of independence and resilience that lessened over this period.</p> <p>Summer Term – Wellbeing has continued to be a focus in the Summer term, with weekly PSHE sessions focussed around supporting the needs of the class, and individual support offered where needed.</p>
D	Ensure at least expected progress for PP pupils who also have SEND following individual pathways	Detailed intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	<p>TA (x3) 60mins daily per week x38</p> <p>Cost: £8,436</p>	<p>44% of Pupil Premium SEND pupils did not achieve expected standards by the end of KS1.</p>	<p>Autumn Term – Each year group has TA support allowing for small group support and intervention under the direction of the class teacher.</p> <p>Spring Term – During Lockdown 3 SEN pupils were provided with specific activities and resources by teachers and TAs to support their needs either at home or school. Interventions are due to continue when children return to school.</p> <p>Summer Term – SEND Support plan outcomes have continued to be monitored and support provided to meet these throughout the Summer Term. Each year group has continued</p>

						to have TA support allowing for small group and individual intervention.
D	Address social, emotional and mental health issues experienced by some PP pupils	Therapeutic interventions delivered by qualified staff (Lego Therapy, Draw and Talk therapy)	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Learning Mentor Cost: £9,600	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Pupil Wellbeing has been a major focus of the Autumn Term following children’s return to school. Learning Mentor has been available to work with small groups and individuals wherever needed. Spring Term – Wellbeing has continued to be a main focus of the Spring Term. The Learning Mentor has continued to be available to work with individuals in school or over the telephone where needed. It is anticipated that several groups of children will be identified for specific therapeutic interventions on return to school. Summer Term – Wellbeing has continued to be a main focus of the Summer Term. The Learning Mentor has continued to be available to work with individuals in school providing check-in support as well as more in-depth support where this need was identified.
D	Address social, emotional and mental health issues experienced by some PP pupils	Referrals to Emotional Wellbeing Team	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF)	Referrals x3 Cost: £1,050	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – One referral has been made to the EWEL team to support the emotional wellbeing of a child in KS1. Spring Term – The EWEL team has supported school with the assessment of a child. Referrals have also been made to the Resilience Nurse for additional support for children/families who have experienced difficulties during the lockdown period. Summer Term – A further referral was made to the EWEL team and to the Resilience Nurse during this term in order to provide further support and strategies to support pupils who struggled when returning to school following Lockdown.

D	Address social, emotional and mental health issues experienced by some PP pupils	Provide counselling support for relevant children	BACP states that counselling helps with behaviour and learning and can stop mental health problems from developing further.	Counselling (up to 5 pupils) Cost: £1,800	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – No referrals have been made this term. Spring Term – No referrals made this term Summer term – No counselling referrals made this term. The Learning Mentor has worked to support the needs of pupils in school where required.
D	Address social, emotional and mental health issues experienced by some PP pupils	Maintain Parent Support Advisor to support most vulnerable pupils and their families	Pupils will learn most effectively and make most progress when other issues have been addressed which may otherwise form a significant barrier to learning.	PSA Cost: £6,864	Pupil questionnaires Wellbeing Wheels completed at the start of term	Autumn Term – Wellbeing has been a major focus of the Autumn Term following children’s return to school. PSA has worked with children and families to ensure school is fully aware of any worries or issues that have arisen. Spring Term – The PSA has maintained contact with families during lockdown to ensure any issues are quickly identified and support can be offered promptly. Summer Term – The PSA has maintained contact with families ensuring any issues are quickly identified and support can be offered promptly.
E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of behaviour support service to support most extreme behaviours displayed	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	Behaviour Support Service Cost: Through SLA	Exclusion records Major Incident records Positive Handling log	Autumn Term – No referrals made this term – use of EWEL service accessed to identify any underlying difficulties impacting behaviour. Spring Term – No referral made this term. Summer Term – One referral made to BSS resulting in support intervention.

E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of behaviour support service to support most extreme behaviours displayed	Evidence suggests that offering more specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF)	CRISIS support Cost: £2026.00	Exclusion records Major Incident records Positive Handling log	Autumn Term – No referrals made this term – use of EWEL service accessed to identify any underlying difficulties impacting behaviour. Spring Term – No referral made this term. Summer Term – One referral made to CRISIS resulting in support intervention.
E	Address behavioural issues displayed by a small number of Pupil Premium pupils	Use of Learning Mentor to provide focussed support and interventions	EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Learning mentor support Cost: £9,600	Exclusion records Major Incident records Positive Handling log	Autumn Term – Learning Mentor has worked with individuals wherever needed. Spring Term –The Learning Mentor has continued to be available to work with individuals in school or over the telephone where needed. It is anticipated that several groups of children will be identified for specific therapeutic interventions on return to school. Summer Term –. The Learning Mentor has continued to be available to work with individuals in school providing check-in support as well as more in-depth support where this need was identified.
F	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Accelerated reader and MyOn	EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months’ progress over the course of a school year. These approaches appear to be even more effective for older readers (aged 8 years or above) who are not making expected progress.	Accelerated reader and MyOn Cost: £6,000.00	33.3% of Pupil Premium pupils in Year 6 did not meet expected standards in reading by the end of KS2	Autumn Term – 20% of PP children in Year 6 on track in Reading. All children have individual access to MyOn and Accelerated reader resources at school and at home. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 40% of PP children in Year 6 on track in Reading, Writing and Maths. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.

F	Increase rates of progress for Pupil Premium pupils in Key Stage 2.	After school Booster club run by qualified KS2 teachers.	Sutton Trust Pupil Premium Research: Small Group Tuition: +4 months Stretch and encouragement for PP pupils to ensure they can achieve expected and higher attainment standards.	2 x KS2 teachers (60 mins x 26 weeks) Cost: £5,736	33.3% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn Term – Sessions planned to begin in the Spring term to support learning leading up to SATs. Spring Term – SATS have been cancelled for the 2021 academic year. Focus will be on targeted catch up/ educational support. Summer Term – Due to SATs being cancelled, support in the Summer term was focussed towards catch up, transitional support and tutoring.
F	Increase rates of progress for Pupil Premium pupils in Key Stage 2.	Retention and development of highly effective and qualified staff	EEF recommendation that 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.	4 x KS2 Teachers CPD Cost: £4,000	33.3% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn Term – 20% of PP children in Year 6 on track in Writing and Reading. 40% of PP children in Year 6 on track in Maths. Experienced teachers retained. Performance management targets to ensure high quality teaching of curriculum objectives. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 60% of PP children in Year 6 on track in Maths, 40% of PP children in Year 6 on track in Reading and 20% of PP children on track in Writing. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
F	Increase rates of progress for Pupil Premium pupils in Upper Key Stage 2.	Intervention programme delivered by qualified teaching assistants	Small group and 1:1 interventions with highly qualified staff have shown be to effective (EEF Toolkit)	TA 60mins daily per week x38 Cost: £2,812	33.3% of Pupil Premium pupils in Year 6 did not meet expected standards in RWM combined by the end of KS2	Autumn Term – 20% of PP children in Year 6 on track in Writing and Reading. 40% of PP children in Year 6 on track in Maths. Individual targets identified for children on SEND support plans. Each year group has TA support allowing for small group support and intervention under the direction of the class teacher. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full

						curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 60% of PP children in Year 6 on track in Maths, 40% of PP children in Year 6 on track in Reading and 20% of PP children on track in Writing. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Writing moderation with neighbouring school and LA	The agreement or moderation of assessment judgements is essential so that all those involved (e.g. teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. (NFER)	Moderation Cost: Through SLA	44% of PP children in Year 2, and 66% of PP children in Year 6 did not meet expected standards in writing.	Autumn Term – 50% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on track in Writing. Moderation between school identified for later in the school year. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on track in Writing. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Investment in Twinkl Handwriting resources	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum, it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear	Twinkl subscription Cost: £1800	44% of PP children in Year 2, and 66% of PP children in Year 6 did not meet expected standards in writing.	Autumn Term – 50% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on track in Writing. All children have regular handwriting lessons in class, following resources available and delivered by class teachers. Improvements seen in handwriting throughout school Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on

			reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.			track in Writing. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
G	Improve outcome across school in writing for all pupils, including those eligible for Pupil Premium funding.	Handwriting materials (books)	Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum, it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.	Handwriting materials Cost: £200	44% of PP children in Year 2, and 66% of PP children in Year 6 did not meet expected standards in writing.	Autumn Term – 50% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on track in Writing. All children have a handwriting book to support correct formation of letters and joins. Regular handwriting lessons delivered by class teachers. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Writing. 20% of PP children in Year 6 on track in Writing. Progress and assessment difficult due to interrupted access to the curriculum due to bubble closures.
H	Safeguarding concerns identified and addressed quickly and effectively.	CPOMS	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Additional support and concerns can be quickly identified and actions can be taken, e.g. meetings with parents, referrals to outside agencies.	CPOMS Cost: £905	Safeguarding concerns raised Number of Early Help Assessment forms submitted TAF, LAC and Child Protection meetings	Autumn Term – CPOMS used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed. Records used to support in meetings with other agencies. Spring Term – CPOMS continues to be used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed. Records used to support in meetings with other agencies.

						Summer Term – CPOMS continues to be used by all staff to record any concerns, incidents and meeting records. These are reviewed daily by SMT and further action taken where needed. Records used to support in meetings with other agencies.
H	Support provided to Pupil Premium pupils and their families.	PSA to provide support and advice to parents, liaise with other agencies and attend TAF meetings.	Schools play an essential role in protecting children for abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Families need support for social and emotional issues – their own and that of their children. The school’s PSA can provide support for families, working towards more positive outcomes.	PSA Cost: £6,864	Safeguarding concerns raised Number of Early Help Assessment forms submitted TAF, LAC and Child Protection meetings	Autumn Term – PSA worked proactively with families to ensure any issues are handled quickly and efficiently and further support is made available where needed. Spring Term – The PSA has maintained contact with families during lockdown to ensure any issues are quickly identified and support can be offered promptly. Summer Term – The PSA has maintained contact with families ensuring any issues are quickly identified and support can be offered promptly.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	PSA to target poor attendance rates	CEDAR states: “The proportion of persistent absentees decreased by almost a quarter in schools with a PSA.” The PSAs’ impact on improving parents’ engagement with their children’s learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	PSA Cost: £6,864	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn Term – PSA monitored attendance and supported families whose attendance was poor to ensure children were attending school. Spring Term – The PSA continues to monitor attendance. Phone calls are made when children are absent. Summer Term – Persistent absentee rate for Pupil Premium pupils was 22% compared to 8% for non-PP pupils. Closure of bubbles and pupils and families having to self-isolate has impacted upon the attendance records available for the academic year. The PSA has continued to monitor attendance and chase up pupil absence.

I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	EAL support to communicate with families where English is an additional language.	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	EAL Interpreter (3x2 hour sessions) Cost: £600	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn Term – Referral made to EAL service to support communication with parents/children who have English as an additional language. Spring Term – No EAL referrals made this term Summer Term – Referral made to EAL service to assess language skills of a child and family to recently joined the school. Support to continue for 2021/2022 academic year.
I	Increased attendance and punctuality for pupils eligible for Pupil Premium funding.	Attendance letters sent home to parents	CEDAR states: "The proportion of persistent absentees decreased by almost a quarter in schools with a PSA." The PSAs' impact on improving parents' engagement with their children's learning, improved relationships between parents and the school and improved pupil attendance overall was also overwhelmingly positive.	Admin and resource costs Cost: £200	Persistent absentee rate for Pupil Premium pupils was 14.7%. The percentage of Pupil Premium absence is higher than that of non-pupil premium pupils (6.0%/4.1%)	Autumn Term – PSA monitors attendance and telephone calls, text messages and letters sent where necessary. Spring Term – PSA monitors attendance and telephone calls, text messages and letters sent where necessary. Summer Term – Persistent absentee rate for Pupil Premium pupils was 22% compared to 8% for non-PP pupils. Closure of bubbles and pupils and families having to self-isolate has impacted upon the attendance records available for the academic year. The PSA has continued to monitor attendance, chase up pupil absence and send attendance letters where required.
J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised Breakfast club	Breakfast clubs can have a highly positive effect on attendance and punctuality. They can also have a positive impact on levels of engagement, concentration and behaviour for learning in children. This can improve academic outcomes (School Food Trust)	Subsidised breakfast clubs Cost: £1,800	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – Not taking place this term due to Covid 19 following school's risk assessment. Spring Term – Families are currently being asked about their childcare needs before SMT look at how Breakfast Club could be provided in a safe and practical way. Summer Term – Breakfast club restarted this term providing breakfast at a subsidised cost to a small number of families who required wrap-around care.

J	Provide support for low-income Pupil Premium pupils and their families.	Subsidised After school provision	EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.	Subsidised after school clubs Cost: £2,300	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – Not taking place this term due to Covid 19 following school's risk assessment. Spring Term – Families are currently being asked about their childcare needs before SMT look at how After School Clubs could be provided in a safe and practical way. Summer Term – Due to closure of bubbles, pupils and families having to self-isolate and risk assessment requirements for visitors in school, it has not been possible to offer any after-school clubs this term.
J	Provide support for low-income Pupil Premium pupils and their families.	Ensure all aspects of the wider curriculum are accessed, e.g. residential visits, school trips.	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	Contribution towards regular school visits/ visits Cost: £10,000	Parent questionnaires Pupil questionnaires Meetings with parents	Autumn Term – Not taking place this term due to Covid 19 following school's risk assessment. Spring Term – Not taking place this term due to Covid 19 following school's risk assessment. Summer Term – Not taking place this term due to Covid 19 following school's risk assessment.
K	Increased involvement of parents in supporting the reading of Pupil Premium pupils.	Increased range and availability of reading material linked to children's interests and understanding.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes.	Greater range and breadth of reading materials, particularly for Early Years/ KS1 (MyOn) Cost: £6,500	37% of Pupil Premium pupils did not achieve the expected standard in reading by the end of KS1.	Autumn Term – 75% of PP children in Year 2 on track in Reading. Availability of online reading resources, that are accessible at home, sourced by school. Children/parents given codes enabling them to access resources from home. Spring Term – Due to Lockdown causing inconsistent and interrupted access to the full curriculum, assessment data is not feasible as academic progress was not formally assessed. Summer Term - 62% of PP children in Year 2 on track in Reading. Reading books linked to support children's developing phonic

						knowledge have been purchased to support reading progress in Early Years and KS1.
L	Increased involvement of parents in supporting Pupil Premium pupils.	Parent Participation events	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	Resources for running activities Cost: £2,000	Parent questionnaires Pupil questionnaires Meetings with parents via TEAMS	Autumn Term – Not taking place this term due to Covid 19 following school's risk assessment. Spring Term – Not taking place this term due to Covid 19 following school's risk assessment. Summer Term – Not taking place this term due to Covid 19 following school's risk assessment.
L	Increased parental involvement in school	Meetings with parents (online) Telephone calls to parents	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	Staffing costs Cost: £3,046	Parent questionnaires Meetings with parents via TEAMS	Autumn Term – Short reports and follow-up telephone calls made to parents. Further advice to support home/school learning given. Spring Term – Regular phone calls have been made to families throughout the term by SLT, Learning Mentor and PSA. Teachers have also spoken to parents to provide guidance on remote learning and to discuss particular concerns. Summer Term – School reports and follow-up telephone calls made to parents. Further advice to support home/school learning given. Phone calls have continued to be made to families throughout the term by SLT, Learning Mentor and PSA.
L	Parents encouraged to seek support in relation to home/school liaison	PSA support for parent/carers through signposting, referrals to Harbour, outside agency support	Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. (EEF)	PSA Cost: £6,864	Parent questionnaires Meetings with parents	Autumn Term – PSA has supported families and has provided further information of services available to access support. Spring Term – PSA has supported families and has provided further information of services available to access support. Summer Term – PSA has supported families and has provided further information of services available to access support.

11. Budget Summary

Desired Outcome		Cost
A	Pupils eligible for PP make progress in line with national expectations in reading and writing, health and self care, number and technology.	£1,935.00
B	Pupils eligible for PP in KS1 make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£5,918.00
C	Levels of resilience will be improved, shown through improved attainment and progress.	£760.00
D	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show at least expected progress. Pupils will be better equipped with strategies to change and control their behaviours/responses to situations. Pupils with SEND eligible for PP across school will make at least expected progress and close the gap further before the end of Key Stage	£27,750.00
E	Fewer behaviour incidents recorded for these pupils on school systems impacting positively on progress and attitudes	£11,626.00
F	Pupils eligible for PP in KS2 to make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage 2	£18,548.00
G	Pupils eligible for PP make at least expected progress by the end of the year in order to meet age related expectations and close the gap further before end of Key Stage	£2,00.00
H	Addressing safeguarding concerns and support for families will lead to emotional and behavioural regulation for PP pupils, allowing them to focus on school and make progress.	£7,769.00

I	Improve overall PP attendance in line with national expectations.	£7,664.00
J	Provide subsidised breakfast and after school clubs which target PP pupils to ensure basic needs are met and to enrich wider opportunities. Parents/ carers will know how to access additional support.	£14,100.00
K	Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading.	£6,500.00
L	Increased parental engagement ensuring that all children are supported and have their basic needs met.	£11,910.00
Total Budget Spent		£116,480.00

Additional Funding Supporting Provision

Notional SEND funding - £780

Governance

Monitoring the Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mrs Heather Airey

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:

Autumn Summary

Some restrictions to full implementation of strategy due to Covid 19. Wellbeing of pupils and families and catch-up curriculum have been an overarching priority of the Autumn term.

Spring Summary

Pupil Premium Strategy shared and reviewed by the school's Pupil Premium Governor. Children returning to school is likely to have implications for how Pupil Premium Funding is used in the Summer Term to support the needs of PP children.

Summer Summary

Pupil Premium Strategy and evaluated shared with school's Pupil Premium Governor. Due to the ongoing impact of COVID 19, bubble closures and pupil and staff absence, the impact of funding has been more difficult to monitor.

Review Date

September 2021