

Nettlesworth Primary School Pupil Premium Strategy Statement 2019- 2020

School Overview

Number of pupils in school	107
Proportion of disadvantaged pupils	35ch 33%
Pupil premium allocation this academic year	£47,040
Publish date	April 2020
Review date	July 2020
Statement authorised by	Mrs D Lee
Pupil premium lead	Mr C Graham
Governor lead	Mrs D Barclay

Rationale

At Nettlesworth Primary, we believe that teaching and learning opportunities meet the needs of all pupils, including those of our most vulnerable pupils. We ensure appropriate provision is made for pupils who belong to vulnerable groups, ensuring the needs of such pupils are adequately assessed and addressed. We ensure that these pupils benefit from individualised programmes based on an accurate understanding of what support best suits each pupil. Through this we aim to accelerate progress and overcome barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between those entitled to Pupil Premium Grant (PPG) funding and those who are not.

Funding (per eligible pupil)

	2019 - 2020	2020 - 2021
Pupil Premium Reception – Y6	£1,320	£1,345
Pupil Premium Y7 – Y11	£935	£955
*Pupil Premium + Looked after children (LAC)	£1,700	£1,745
Pupil Premium + Post Looked after children (PLAC)	£2,300	£2,345

*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £600/ pupil. (The amount of funding that is retained by the LA may change)

Reception to Year 6 Pupil Premium/ Pupil Premium + funding

Pupils eligible for PP funding	35
Number of eligible boys	18
Number of eligible girls	17
Number of looked/ Post looked after pupils	1
Total funding allocation	£47,040

Pupil attainment 2019

Reception class All pupils 9 FSM pupils 3 (33%)	All pupils in school		School FSM pupils		National difference between outcomes for Free School Meals pupils and non FSM pupils	Difference between outcomes for school Free School Meals pupils and national outcomes for non FSM pupils		
	78%		33%		-19%	-42%		
Year 1 All pupils 13 Dis pupils 1 (8%)	All pupils in school		School dis pupils		National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
	85%		100%		-13%	16%		
Key stage 1 All pupils 17 Dis pupils 2 (12%)	All pupils in school		School dis pupils		Expected standard		Greater depth standard	
	Expected standard	Greater Depth standard	Expected standard	Greater Depth standard	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
Reading	82%	24%	50%	0%	-16%	-28%	-14%	-28%
Writing	82%	12%	50%	0%	-18%	-23%	-10%	-17%
Maths	82%	24%	50%	0%	-16%	-29%	-12%	-24%
Key stage 2 All pupils 14 Dis pupils 6 (43%)	All pupils in school		School dis pupils		Expected standard		Higher standard	
					National difference between outcomes for disadvantaged	Difference between outcomes for school disadvantaged pupils	National difference between outcomes for disadvantaged pupils	Difference between outcomes for school disadvantaged pupils

	Expected standard	Higher standard	Expected standard	Higher standard	pupils and non-disadvantaged pupils	and national outcomes for non-disadvantaged pupils	and non-disadvantaged pupils	and national outcomes for non-disadvantaged pupils
Reading	86%	29%	67%	33%	-16%	-11%	-14%	+2%
Writing	86%	36%	67%	50%	-15%	-16%	-13%	+26%
Maths	57%	29%	50%	33%	-17%	-34%	-16%	+1%
Rd, Wri & Ma combined	57%	21%	50%	17%	-20%	-21%	-8%	+4%

Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	0.8	-0.7	0.3
Writing	1.6	2.0	0.3
Maths	-3.4	-5.3	0.3

Barriers to future attainment

		Barrier	Desired outcome
Teaching priorities	A	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than other pupils, which slows progress in other years.	Pupils eligible for PP make rapid progress in Reception by the end of the year resulting in GLD over 50% and Phonics results in line with National Average-from 60% to 70%.
	B	High numbers of PP pupils also have SEND including ASD, ADHD, Learning difficulties, social/emotional difficulties, mental health and attachment needs which impacts upon academic progress.	Termly reviews, Parent and pupil SEND reviews and school tracking systems will show accelerated progress for an increased number of children. 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.
	C	Poor language skills and communication to explain reasoning and problem solving skills in maths	Developed confidence when solving problems and explaining their reasoning

	D	Lack of confidence and writing skills due to speech and language difficulties, real life experience and spelling.	Children using and applying phonics/spellings and experiences in independent writing tasks demonstrated in writing. (books and displays)
Targeted academic support	E	Too few pupils achieved the expected level in Maths at the end of 2019 in KS2.	Leading to significant differences between ARE in Maths in comparison with other subjects. Gaps will diminish in 2020.
	F	School does not have a nursery and takes children from a number of different nurseries. As a result, children have a range of experiences and any additional support/intervention provided before reaching school age.	An enhanced transition to enable rapid progress from lower starting points.
Wider strategies	G	Parental, social, emotional and mental health issues	Develop support for parents so that they can support their children
	H	Persistent Absence and lower punctuality rates are lower for Pupil Premium pupils than for other pupils, this affects their attainment	Increase of percentage totals for those in receipt of Pupil Premium funding and a decrease of those who are considered persistent absentees.
	I	Narrow life opportunities, aspirations and enrichment experiences	Staff to provide life experiences linked to topics, through pupil improvement plan, rights respecting council and staff, develop enrichment experiences for children across the curriculum.
	K	Parental engagement for some Pupil Premium Pupils is not as strong as for other pupils (ie completion of homework and reading at home)	Increased parental engagement opportunities so increased links between home, school and community.

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

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
A	Continue to improve attainment in Phonics in early years , Year 1 and Year 2	Daily Phonics lesson in each class up to Year 2. LG,RA,LH Phonics intervention weekly for KS2 LH Resources for each class to be able to deliver letters and sounds effectively ALL STAFF Parents Meeting about Year 1 Phonics Screening RA/LG	Year 1 phonics above National Average at 100% (Small cohort of 1 pupil) Research sates (EEF) that early intervention and daily activities will on average improve progress between four and 6 months, resulting in positive impacts on early learning outcomes.	Organise class timetables to ensure Phonics is delivered effectively Half Termly phonics assessments to be carried out by class teachers. Results fed back to literacy co-ordinator. Target children for extra catch up Phonics Resources £120	Cohort tracking/SATs data from Summer Term 2019	Baseline assessment carried out. Progress and cohort tracking monitored. Interventions reviewed Observations and work scrutinies complete	Class Timetables established Phonics is delivered effectively Resources for each class Parents meeting delivered Interventions reviewed Lesson observations/work scrutinies complete Progress and cohort tracking continued to be monitored	Missed phonics learning was a key concern from the early stages of lockdown-curriculum lead and HT have been working together throughout summer term to put in place planning, guidance and resources to support teachers, parents and children throughout school closures, partial re-opening and beyond.
B	Higher rates of progress for all children eligible for Pupil Premium	Designated Pupil Premium Teaching Assistant in liaison with class	Year 3, Year 4 and Year 6 cohorts have identified a trend of the gap between Pupil	Additional 1 to 1 support within the classroom provided by a designated	Cohort tracking/SATS data from 2018/19	September baseline completed and progress	DHT monitored and tracked Pupil Premium children in liaison with HT.	Staff produced detailed home learning school packs and sent out to parents

	<p>teachers to identify and target pupil premium children for initiatives and to monitor progress. CLASS TEACHERS/YG</p> <p>SENDCO/DHT to work closely with Designated Pupil Premium Teaching Assistant to identify and support Pupil Premium Pupils DL/CG</p> <p>Booster classes for Year 2/6 children RA/CG</p> <p>A published Pupil Premium Strategy outlining how we will spend Pupil Premium funding. Within this outline how research supports spending from the DFE, NFER and EEF to promote</p>	<p>Pupil Premium and Non-Pupil Premium due to the fact that these pupils also have SEND.</p> <p>1:1 and small group learning will be effective in these classrooms, as suggested by the evidence in the EEF Toolkit.</p> <p>Pupil Premium strategy shared with all staff Autumn 1 Governors and Leaders to review Pupil Premium Strategy and impact on a termly basis.</p> <p>All staff are therefore aware of the different areas of need, resulting in individualised Quality First Teaching being implemented throughout the school day.</p>	<p>Pupil Premium Teaching Assistant</p> <p>£21 000</p> <p>Release time for middle/senior leaders to monitor progress within their particular subject. £1900</p> <p>Teachers/Teaching Assistants working closely together to ensure that children make at least good progress from their starting points.</p>	<p>Children's previous books from 2018/19</p>	<p>monitored at end of term</p> <p>Interventions reviewed</p> <p>Data analysed for targeted children to measure impact</p> <p>Booster classes take place for Year 6 children after school and for Year 2 children during school day.</p> <p>Middle/Senior leaders attend network meetings relating to their particular subject and are released to work with specialist subject teachers at Central/Bothal Primary Schools.</p> <p>Pupil Progress meetings have been held, cohort tracking/data analysed and action plans in place. Individual learning plans/Support Plans have been</p>	<p>Interventions reviewed.</p> <p>All Pupil Premium children showing progress and some targeted at Greater Depth expectations</p> <p>Pupil Premium and Non-Pupil Premium children compared to continue to diminish the differences in all year groups for Pupil Premium.</p>	<p>during the lockdown period.</p> <p>Signposting parents to daily online activities.</p> <p>Telephone check ins. Teachers in contact with pupils via various platforms-email, you tube, letters, telephone, parent mail</p> <p>Comprehensive list of useful websites sent out to parents to support home learning</p> <p>Special messages via email, you tube, parent mail sent out to celebrate home learning.</p> <p>Wide range of online continuous professional development</p>
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		<p>effective teaching and learning.</p> <p>Leaders and Governors in school will analyse the impact of spending for Pupil Premium children SLT/GOVERNORS</p> <p>Leadership team will focus on tracking these children through data, lesson observations, pupil progress meetings, pupil conversations and book scrutiny. SLT</p> <p>Children in their cohort will make progress from their starting point. ALL STAFF</p>	<p>Consistent monitoring through: Cohort tracking/data analysis, Pupil Progress Meetings, Pupil's books and intervention records will allow reactive changes to be made and the redeployment of resources where required.</p>			<p>monitored to ensure impact.</p>		<p>undertaken by teachers as advised by curriculum leads in order to best prepare for new curriculum.</p>
C	<p>Developed confidence when solving problems and explaining their reasoning</p>	<p>School is part of the Great North Maths Hub to develop teaching in Master Maths</p>	<p>Work Scrutinies for Maths will demonstrate how much access children are given to problem</p>	<p>Release time for Subject Leader- opportunities to monitor problem solving and shared practise with</p>	<p>Cohort Tracking data/ASP analysis</p> <p>Work Scrutiny with shared schools in Great</p>	<p>Test Base Resources have been purchased and teachers are using them to tailor to pupil's individual needs.</p>	<p>Progress and cohort tracking monitored</p> <p>Observations and work scrutinies complete</p>	<p>To Maintain and improve the number of children reaching Greater Depth in Maths at KS2</p>

	<p>and challenging pupils. CG</p> <p>Teachers will target through their modelling how to solve problems, using reasoning and real life contexts, so that pupil premium children can reach there ARE and make progress CG/CLASS TEACHERS</p> <p>Staff will target Pupil Premium children to ensure that through targeted maths interventions children will make progress in line with there ARE ALL STAFF</p> <p>At statutory assessment points, there will be an increase in the number of pupil premium children reaching the</p>	<p>solving opportunities. These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p>	<p>schools in Great North Maths Hub</p> <p>Access to quality CPD-Opportunities for all staff</p> <p>Subject Leader to participate in County Durham CPD opportunities and shared Moderation</p> <p>£1000</p> <p>Annual Subscription of TT Rockstars and End of Year Rewards Celebration £300</p>	<p>North Maths Hub from Summer Term 2019</p>	<p>Progress and cohort tracking monitored</p> <p>Observations and work scrutinies complete</p> <p>Shared practise with Great North Maths Hub</p> <p>TT Rockstars Number Bonds for KS1 has been purchased, CPD has taken place and will be launched with children and parents in Spring Term. TT Rockstars continues to have impact on developing confidence.</p>	<p>TRG in Great North Maths Hub observing schools Numeracy Lead Teacher</p> <p>Great North Maths Hub Mastery Maths Action plans put in place</p> <p>TT Rockstars is in place and children from Reception-Year 6 are accessing it at home and school.</p> <p>Numbots (Number bonds) for KS1 is also in place to enable home learning access.</p> <p>CPD delivered to all staff re:</p> <ul style="list-style-type: none"> - Conceptual problems - Differentiation - Subitizing - Testbase - TT Rockstars - Numbots 	<p>To improve the number of Pupil Premium children reaching the expected standard and Greater Depth in KS1</p> <p>To improve the number of Pupil Premium children reaching GLD and ELD in EYFS in maths</p> <p>To develop a whole school approach to problem solving to challenge Pupil Premium learners in all year groups</p> <p>Teachers directed parents to appropriate use of online lessons to continue to develop confidence in maths during lockdown- oak academy, BBC</p>
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		expected standard and working at greater depth ALL STAFF						Bitesize, White Rose Hub Weekly promotion and task setting through school online programmes- TT Rockstars, Mathematics problem solving games
D	Children using and applying phonics/spelling skills in independent writing tasks demonstrated in writing books and displays.	Review and improve systems in place for phonics and how spelling is delivered across the school. LG Robustly track and monitor SPAG element throughout the school- particularly KS1 LG/RA HLTA to deliver SPAG intervention weekly to Years 3-6 LH Teachers and TAs work together to plan quality first	Evidence from the daily lessons will be evident in all writing across the curriculum. Using the positive feedback and celebration of the children's writing will motivate and raise the profile of writing within the school.	Teachers/Teaching Assistants working together to provide quality first teaching Opportunities for staff to learn from each other, complete learning walks and team teaching opportunities. County/Cross County writing moderation Lesson observations/Work Scrutinies Cohort tracking and data analysis Weekly Spelling Tests	Cohort tracking/data analysis/SATs data from Summer Term 2018/19	Baseline assessments completed and Autumn Term assessments show progress for all Pupil Premium children. Moderation of writing county and cross county completed. Interventions reviewed.	Robust systems to monitor staff performance development in order to raise standards and teaching and learning. Leaders and Governors reviewed impact of spending of the PPM funding	Signposting parents to daily online phonics teaching- subject lead you tubes, letters and sound channel on you tube. Re-planning and resourcing phonics curriculum for Reception and Year 1 (phase 2-5) These plans will ensure increased consistency in phonics teaching and are designed to take in to account additional time being needed

E	<p>Too few pupils achieved the expected level in Maths at the end of 2019 in KS2. Some pupils underachieve as a result of persistent absence, some historic, which is a barrier to learning. For some pupils, low self-esteem and levels of resilience can make good progress challenging. In 2019, 60% disadvantaged pupils achieved ARE in maths, leading to significant differences between ARE in other subjects. Gaps will diminish in 2020.</p>	<p>Before and after school groups for targeted pupils</p> <p>Booster support groups on a weekly basis</p> <p>1:1 support for targeted pupils</p> <p>Additional Teaching Assistant to support maths across the curriculum</p> <p>ALL STAFF/SLT</p>	<p>Work Scrutinies for Maths will demonstrate how much children are achieving at the expected level. These will also ensure that the children are being provided with quality making and feedback, which as stated within the EEF Toolkit, ensure that the right level of challenge is being given – the children will have the opportunity to move their learning on.</p>	<p>Teacher for booster sessions twice a week.</p> <p>Additional TA support</p>		<p>Attendance continually monitored and analysed for key trends.</p> <p>Whole School Attendance to continue to increase. (Currently at 96.2%)</p> <p>HT and Attendance Team are working with targeted families to improve attendance of disadvantaged pupils.</p> <p>Case studies of identified children</p> <p>Targeted support in maths is in place and two after school booster sessions are given to Year5/6 children.</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website.</p>	<p>Attendance continually monitored and analysed for key trends.</p> <p>Whole School Attendance to continue to increase. (Currently at 96.2%)</p> <p>HT and Attendance Team are working with targeted families to improve attendance of disadvantaged pupils.</p> <p>Case studies of identified children continued to be analysed</p> <p>Targeted support in maths is in place and two after school booster sessions are given to Year5/6 children.</p> <p>Weekly assemblies held to celebrate success and weekly updates</p>	<p>SATs assessments were cancelled due to COVID 19.</p> <p>Only targeted year groups and Key worker children could attend school.</p> <p>Weekly telephone check ins made by staff to vulnerable pupils, parents and carers.</p> <p>Well- being packs created for all staff to use with children and parents</p> <p>EWEL Team continued involvement with targeted parents.</p> <p>Home learning focused on continued practise of maths objectives.</p>
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						<p>Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Maths time at 8.45am</p>	<p>on school website. Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Maths time at 8.45am</p>	
F	An enhanced transition to enable rapid progress from lower starting points	<p>Nursery/home visits, meetings with nursery staff to discuss individual needs, prospective parents evenings, getting ready for school meetings, Teddy Bear's Picnic, school lunch trial, individual parent meetings in Autumn Term</p> <p>Weekly toddler sessions</p> <p>HT/EYFS LEAD</p>	A case study published by the Department for Education (Good Practice in Early Education) stated that 'To support smooth transitions into settings, staff identified features of good practice in relation to three broad areas – gathering information about the child and using this effectively; providing support to parents; and helping the children to settle	Release time/supply cover/TA cost: Cost: £2000	Almost half of children entering Reception were below or significantly below in Reading. On average, 40% of children were below or significantly below in communication and language and PSED	<p>We have worked closely with Selby Cottage to enable smooth transition of some of our new reception children.</p> <p>Our EYFS Lead continues to establish links with local nurseries and is currently working with the Toddler Group at our local community centre.</p>	<p>EYFS Lead continues to establish links with local nurseries. She also attends EYFS network meetings with other nurseries and schools. Nursery discussions regarding individual needs are being arranged via virtual means.</p>	<p>Promoted guidance on school website for transition arrangements</p> <p>Telephone, virtual meetings arranged to discuss transition and beyond with families, nursery staff</p> <p>Additional virtual meetings took place with other agencies for children with specific needs.</p> <p>Transition video for all year groups made</p>

								<p>introducing class teachers, topics, staff.</p> <p>Reception virtual platform on website.</p> <p>Meetings with various nurseries or secondaries to discuss transition at an individual pupil level.</p>
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Wider strategies i.e. Behaviour approaches, breakfast clubs, increasing attendance

	Desired Outcomes	Action/Person Responsible	Evidence Source	Expenditure/Cost	Baseline Data	Autumn Evaluation	Spring Evaluation	Summer Evaluation
G	Increase parental engagement opportunities so increased links between home, school and community	To increase involvement with parents in the school through stay and play, coffee mornings, assemblies, Nettlesworth Primary School Parent Group and family learning	<p>Increase in number of activities across the school involving parents.</p> <p>Research has stated that, pupils will learn most effectively and make most progress when other issues have been addressed. Improving the</p>	<p>Staff CPD of how to support parents and increase parental involvement.</p> <p>Use of computing to help produce some online resources for website</p> <p>Use of educational psychologist, counselling services</p>	<p>% of parents who attend parents' evenings</p> <p>% of parents who attend activities in class</p>	<p>Pupil Progress Meetings have been held</p> <p>NSCG organised successful Halloween Disco and Christmas Party for the children.</p> <p>Harvest Festival at church was</p>	<p>Stay and Play Day in Class 1 and Cornerstone Curriculum Showcase events for parents/carers took place</p> <p>Safer Internet Day Coffee Morning</p> <p>KS1/2 SATs and Phonics</p>	<p>Due to COVID parents were unable to come on to school site.</p> <p>Home learning and learning at school was continued to be shared via website</p> <p>Regular telephone calls,</p>

	<p>Parents support meetings with teachers about SATs etc</p> <p>Additional support from educational psychologist, counselling services</p> <p>Encourage links between home and school.</p> <p>ALL STAFF</p>	<p>children's overall emotional and mental health.</p>	<p>to provide additional support to vulnerable families within the home environment and within school £1000</p> <p>£3000 contribution to COL (subsidised)</p> <p>£2640 for key staff member to be in Breakfast Club and on site to provide intervention for children and families before the school starts.</p>		<p>attended by many parents</p> <p>Many parents attended parliamentary coffee morning where the children are campaigning for reduced use of plastics.</p> <p>All tickets have been purchased for Christmas Productions and a Christingle Service is to be held in the local church engaging families and the community.</p> <p>many parents attended the Christmas Craft Fair</p> <p>Increased Early Help involvement with identified families</p> <p>New Cornerstones Curriculum is offering parents opportunities to come into school and celebrate</p>	<p>Screening meeting with parents were arranged but only KS2 was carried out due to Coronavirus pandemic</p> <p>Easter Egg Competition and Fair had to be cancelled due to pandemic</p> <p>NSCG meetings to raise additional opportunities for children- Springtime Disco, Easter Egg Prizes</p> <p>Website updated with resources for parents linked to SEND, E-Safety, SATS, Curriculum</p>	<p>emails made to families</p> <p>Visits to families to give gifts, aid where necessary</p>
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						children's work in expression time.		
H	Develop support for parents so they can support their children	<p>To engage with parents on children's learning so they can understand and can support children at home</p> <p>Work with referred families on individualised issues which impact upon the child's abilities to access education</p> <p>Support work with parents.</p> <p>Provide a specifically targeted Homework after school club exclusively for Pupil Premium children which enables them to receive additional support in a</p>	<p>Increase in children completing homework activities, as this will provide the opportunity for the children to consolidate their learning.</p> <p>Children's wellbeing is increased as they can show parents at home and thus improving the resilience and mind set of the child's approach to their learning at school.</p>	<p>Staff CPD of how to support parents £300</p> <p>Support with targeted families</p> <p>Additional support with homework activities in a small group setting</p> <p>£1600 resource allocation towards yearly subscription of an Anomoly Screen</p>	PSA analyses impact upon children and their emotional well-being in school.	<p>Progress of individuals tracked through liaison with Early Help, Breakfast Club and homework club</p> <p>Anomaly has mental health content displayed on our screens. The school environment can have a significant effect on a young person's mental health. Anomaly provides content that equips children with the understanding they need to process their mental health and the compassion they need to help others. The unique, outdoor system can help schools, community</p>	<p>Increased number of PP children access Homework club</p> <p>Staff have received zones of regulation training to support children and families managing their emotions. Support staff are on hand to support through challenging and emotional behaviour therefore this had a significant impact on the individual children</p> <p>Progress of individuals tracked through liaison with teachers and homework club</p>	<p>Paper based work packs created to provide home learning</p> <p>Parents encouraged to send pupil work to the teacher via email and feedback given</p> <p>School website used to share home learning, online opportunities</p> <p>Weekly homelearning overviews sent to parents via email/school website</p> <p>Teachers directed parents and children to appropriate school online programmes.</p>

		<p>small group setting.</p> <p>ALL STAFF</p>				<p>cohesion, global citizenship and parent communication, whilst addressing the important issues in young peoples' daily life. The content on the board also promotes ways in which parents can help their children with learning and homework etc.</p>	<p>Support in place for referred families</p> <p>Anomaly Board is continually updated and promotes ways in which parents can help their children</p>	<p>Regular mindfulness activities sent out on various digital platforms</p>
I	<p>There will be an overall increased attendance percentage for Pupil Premium children and a smaller percentage of Pupil Premium children considered as persistent absentees</p>	<p>Monitor attendance on a weekly basis</p> <p>To provide teachers and subject leaders pertinent cohort tracking and attendance information which can be used to deliver appropriate curriculum content.</p> <p>H/T and School Secretary to contact parents by telephone</p>	<p>Attendance figures from SIMS will be shared and celebrated with children and parents. This will be adopted as a whole school approach as a way to improve attainment and progress.</p> <p>Continued communication with parents, through newsletters and texts message to ensure that they are aware of any</p>	<p>Certificates and prizes given to children who have 96%+ and 100% attendance on a termly basis £600</p> <p>SENDCO to support families and conduct home visits/parents workshops</p> <p>Breakfast club from 8am each morning, 2 key staff and breakfast.</p> <p>£6100</p>	<p>SIMS information demonstrates in Summer Term that PP children's attendance</p>	<p>Attendance continually monitored and analysed for key trends.</p> <p>Attendance to continue to increase</p> <p>Case studies of identified children</p> <p>Weekly assemblies held to celebrate success and weekly updates on school website.</p>	<p>Support in place for identified families</p> <p>Whole school community addressed attendance as a key step to improved attainment- letters to parents, teachers monitoring class attendance and School Office, shared success on website and in assembly</p>	<p>Due to COVID 19- key worker children and specific year groups could only attend school.</p> <p>Telephone calls were made to families and constant availability via telephone or email for parents to discuss pertinent issues.</p>

	<p>call if they haven't contacted school by 9.30am, on a daily basis, to explain absence</p> <p>Attendance phone calls, on a monthly basis ,to families who are below the 96% target</p> <p>Letters to arrange meetings for those who fall below 90% on a half termly basis</p> <p>Certificates and prizes given to children who has 96%+ and 100% attendance on a termly basis.</p> <p>Breakfast club staff to monitor attendance, punctuality and encourage healthy breakfast habits.</p> <p>SLT/SCHOOL OFFICE</p>	<p>changes to routines or assessment.</p>	<p>Additional wages covering breakfast club and homework club.</p> <p>£600 Additional Resources for engagement in breakfast club</p>		<p>Updates published in parent newsletters.</p> <p>Improvement in punctuality and most children in school ready for challenge/Phonics time at 8.45am</p>	<p>Attendance policy updated</p> <p>Action plan updated</p> <p>Attendance analysed and support in place for identified families</p> <p>Website updated</p>	
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J	<p>Each class to provide individual experiences linked to topic, Rights Respecting Council and use of Pupil Improvement plan and staff to develop enrichment experiences for children across the curriculum</p>	<p>In order to stimulate learning, teachers should plan for opportunities for children to have individual learning experiences through trips, visits etc</p> <p>All teachers to plan for the beginning of their topics to promote the learning.</p> <p>ALL STAFF</p>	<p>The adopted mind set an ethos ensure that they children have their own pupil voice. This will positively impact on self-esteem and the perseverance which they children show in their learning.</p>	<p>Cost of trips and visitors £2400</p> <p>Cost of transport to visits £1500</p> <p>Cost of releasing staff to supervise on visits £400</p>	<p>% of children making progress</p> <p>% of children working towards their ARE</p>	<p>Cornerstones Engagement trips to Eden Camp, The Keep and Hancock Museum were subsidised to enable enriching experiences.</p> <p>Professor Brainstorm was arranged to visit school for a day as children in the pupil improvement plan wanted unusual Science experiments.</p> <p>Animal Antics was arranged for children in Year3/4 as an engagement to new predator topic and pupil voice wanting experience of being in contact with unusual animals.</p>	<p>Cornerstones Engagement trips and experiences were subsidised to enable enriching experiences. Class 3 trip to Beamish Museum with Science links to history of electricity.</p> <p>Adam Bushnell visit relating creative writing to cornerstone topics.</p> <p>Science/Maths Day</p> <p>Sporting events/coaches</p> <p>PCO links</p> <p>Science Club</p> <p>Stay and Play Days in Class 1</p> <p>Cornerstones Showcase events for parents/carers</p> <p>Internet Safety Coffee Morning with parents</p>	<p>Due to COVID 19 planned individual experiences/trips have been re-arranged for Autumn/Spring Term</p>
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							World Book Day Fair trade Fortnight	
	Total Expenditure £47, 040							

Additional funding supporting provision

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Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Mr Aaron O’Roarty ,Mrs Diana Barclay, Mr Craig Graham and Mrs Donna Lee		
Committee meeting dates		
Autumn: Jan 20	Spring: April 20	Summer:
Autumn summary		
<p>Pupil premium strategy was shared with link governors in the Spring Term. Discussed the desired outcomes which would continue from the previous academic year and explained the new desired outcomes in line with the needs of the children.</p> <p>Analysis of data and recent assessments show all Pupil Premium children are making progress. The school data tracking shows that the gaps between pupil premium children and non-pupil premium children are reducing in all year groups. County / Cross County moderations show pupil premium children are on track for their targets in numeracy and writing. All year groups have a designated LSA to take small groups in lessons as support or one to one extra support. Interventions have been monitored and reviewed and are showing impact on pupil progress and on behaviour well-being. Our pupil premium support provides pastoral support and mentoring for vulnerable children and is now trained as a mental health first aider. This is available on an as needed basis for all children. Pupil voice shows that the pupil premium children feel happy and safe in school.</p>		

Spring summary

Pupil premium strategy was shared with link governors in the Spring Term. April 2020 – all staff in school have contributed to the evaluation of the strategy for the spring term. This has allowed a whole school overview to be created to focus the attention of staff on the needs of the PPG children in their classes. Staff are aware of the main desired outcomes for the coming academic year and have focused on which outcomes impact the children in their classroom and how they can support their learning. The profile of pupil premium children has been raised with all staff and during a time of high mobility in school, this is revisited regularly to ensure staff are aware of the PPG in their cohort. H/T and Teaching staff have been communicating regularly with families during the Corona Virus pandemic to ensure FSM vouchers, support are available.

Summer summary

Pupil premium strategy was shared with link governors in the Summer Term. July 2020 – all staff in school have contributed to the evaluation of the strategy for the summer term. This has allowed a whole school overview to be created to focus the attention of staff on the needs of the PPG children in their classes and which children have had the lowest levels of engagement during the COVID 19 pandemic and who has the greatest recovery needs when returning to school. All staff continued to provide high levels of support to children and families and ensured many opportunities for communication during the pandemic. Paper based home learning packs were essential for us as a school as we know many of our families did not have access to the internet or laptops/computers at home. These were prioritised before lockdown started and sent home with all children when schools closed. Further learning packs were posted or delivered to households throughout school closure.