



**Silver Tree Primary School and Nursery**  
**Pupil Premium Strategy Statement 2020- 2021**

**Updated July 2021**

**Pupil Premium Lead: Mrs Emma Peverall**

**Pupil Premium Governor: Faye Richardson**

<b>School Overview</b>	
Number of pupils in school (inc) Nursery)	179
Proportion of disadvantaged pupils (inc) Nursery)	53%
Pupil premium allocation this academic year (based on funding 1.4.21)	£127,500
Academic year or years covered by statement	2020/21
Publish Date	November 2020
Review Date	Termly
Statement authorised by	N Maughan
Pupil Premium Lead	Emma Peverall
Governor Lead	Faye Richardson

**Rationale**

At Silver Tree Primary School and Nursery, we believe that teaching and learning opportunities must 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.



<b>Funding (per eligible pupil) 2020-2021</b>	
Early Years Pupil Premium	£0.53 / hour
Pupil Premium Reception – Y6	£1,345
<b>**Pupil Premium + Looked after Pupils (LAC)</b>	£1,700
<b>Pupil Premium + Post Looked after Pupils (PLAC)</b>	£2,345

\*\*Please note that schools are eligible to receive £2,300 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

<b>Early years Pupil Premium funding</b>	
Pupils eligible for Early Years funding	4
Number of eligible boys	Per Pupil: £0.53/hour 2
Number of eligible girls	Per Pupil: £0.53/hour 2
<b>Total funding allocation (per year)</b>	<b>£1510.50</b>

<b>Reception to Year 6 Pupil Premium/ Pupil Premium + funding (September 2020)</b>	
Pupils eligible for PP funding	94 (53%)
Number of eligible boys	Per Pupil: £1,320 46 £60,720
Number of eligible girls	Per Pupil: £1,320 39 £51,480
Pupils eligible for PP+ funding (LAC/ PLAC)	Per Pupil: £1,700*/£2,300 9 £15,300
<b>Total funding allocation (based on funding 1.4.21)</b>	<b>£127,500</b>



## Pupil attainment 2019

Due to the COVID-19 Pandemic, school closed on 20<sup>th</sup> March 2020 and did not reopen until 1<sup>st</sup> September 2020. As a result of the school closure, official assessments were not completed for the end of the 2019/20 academic year. The data below is taken from the 2019-2020 Pupil Premium Strategy document as this is the most up to date official assessment data held.

2019 – Disadvantaged pupils' outcomes								
<b>EYFS – 28 pupils (10 FSM)</b>								
Good Level of Development	School FSM	NA Other 2019	School diff	Nat diff 2019				
	50%	75%	-18%	-25%				
<b>KS1</b> Y2 – 26 pupils (12 disadvantaged)	Expected Standard				Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2019	School Dis	NA Other	School diff	Nat diff 2018
Reading	56%	78%	-21%	-22%	0%	28%	-40%	-28%
Writing	44%	73%	-43%	-29%	0%	17%	-33%	-17%
Maths	44%	79%	-43%	-35%	0%	24%	-33%	-24%
<b>KS2</b> Y6 - 26 pupils (13 disadvantaged)	Expected Standard				Higher/ Greater Depth Standard			
	School Dis	NA Other	School diff	Nat diff 2018	School Dis	NA Other	School diff	Nat diff 2018
Reading	83%	78%	-10%	+5%	8%	31%	-56%	-23%
Writing	83%	83%	-10%	0%	25%	24%	-25%	-1%
Maths	58%	83%	-35%	-25%	8%	31%	-42%	-23%
GPS	83%	83%	-10%	0%	33%	40%	-31%	-7%



RWM combined	50%	71%	-43%	-21%	0%	13%	-43%	-13%
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2019 KS1 – KS2 VA Progress (Disadvantaged)				
Average VA	School Disadvantaged	National other	School Difference	Nat gap 2018
Reading	-0.2	0.3	-3.9	-0.1
Writing	1.2	0.3	-0.6	+ 0.9
Maths	-3.2	0.3	-2.7	- 2.9



**Barriers to future attainment**

		<b>Barrier</b>	<b>Desired outcome</b>
<b>Teaching priorities</b>	<b>A</b>	New teaching and support staff have joined our school since the initial White Rose Maths training was completed. Staff have gaps in their knowledge of White Rose methods.	All staff are trained in the effective delivery of White Rose Maths teaching methods. Staff are able to support Pupils to develop their maths skills using a range of strategies.
	<b>B</b>	Training was delivered a number of years ago meaning that new members of staff are not skilled in using Accelerated reader to support the Pupils beyond Star Reader Assessments.	All staff are able to use the full range of resources and tools available as part of Accelerated Reader to support the knowledge, understanding and progress of Pupils linked to reading
	<b>C</b>	School closure has resulted in a drop in the progress rates of our PPG Pupils in comparison to non-PPG Pupils due to limited access to resources at home	All PPG Pupils to have access to a Kindle to allow them to access the home-learning provision during school closure and ensure progress is maintained
	<b>D</b>	A high proportion of PPG Pupils are struggling to engage in lessons without a visual stimulation	Pupils are able to access apps and online learning platforms to engage in their learning and make progress through using a range of mediums
	<b>E</b>	Due to the increased needs of our vulnerable Pupils, it is becoming increasingly difficult for them to engage in classroom-based learning without one to one or small group adult support	Additional support will be allocated in classes to ensure our most vulnerable Pupils are supported and able to access their learning with direct intervention
	<b>F</b>	Pupils join school our school working well below ARE in Early Years	Additional support will be allocated to pupils to increase their overall starting points in preparation for starting school and SEN are quickly identified and a support package put in place ready for starting school
<b>Targeted academic support</b>	<b>G</b>	Outcomes for some pupils in receipt of PPG are not as strong as for other groups in reading at the end of KS2	To raise attainment in Reading to ensure good progress and exceeding progress is made at the end of KS2
	<b>H</b>	Pupils are not making required progress from Y1 phonics screening to Y2 reading test due to under developed comprehension skills	To close the skill gap between reading on-sight words and comprehending a text. To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment
	<b>I</b>	Pupils are not achieving the expected standard in phonics screening at the end of Year 2.	To accurately track and support PPG Pupils in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in-line with meeting the expected standard in Year 3.
	<b>J</b>	A proportion of PPG pupils are not achieving the expected standard in Maths in comparison to Non-PPG pupils	To diminish the difference between the number of PPG and non-PPG Pupils achieving the expected standard in maths
	<b>K</b>	There is a significant difference in the basic skills knowledge of PPG Pupils and non-PPG Pupils alongside in line with a lack of engagement at home. The gaps in basic skills significantly impacts on their progress	Gaps in based skills will be addressed and supported through the use of ttracks and Numbots. Pupils will access this resource in school and at home where possible to address their personalised gaps in understanding.



	<b>L</b>	Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations in the area of communication and language. This means they need to make more progress than their peers to catch up that gap.	Pupils eligible for Pupil Premium in reception make rapid progress in the area of communication and language – so that a higher proportion of PP meet ARE by the end of each key stage. High quality provision both indoors and outdoors help supports PP Pupils meet ARE in communication and language.
	<b>M</b>	Due to the current pandemic, a high proportion of PPG Pupils have limited experiences to draw upon in their writing and have participated in a limited amount of writing activities during school closure	PPG Pupils are provided with a wide variety of external stimulus to inspire their writing
<b>Wider Strategies</b>	<b>N</b>	Attendance is lower for PPG than for other pupils impacting significantly on their progress	Improved attendance for PPG pupils and support for parents
	<b>O</b>	Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.	Support and improve the emotional resilience and wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives



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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
A	Training to be sourced for new staff to ensure they are skilled in the delivery and support of White Rose Maths methods to support the Pupils	All staff are trained in the effective delivery of White Rose Maths teaching methods. Staff are able to support Pupils to develop their maths skills using a range of strategies.	White Rose Maths state that their approach to Maths is centred on the mantra 'Everyone can' they believe that 'Together, we're building a whole new culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. No matter what their starting points, we help teachers and learners everywhere to achieve excellence.' The emphasis on the use of CPA is supported by research from EEF 'Manipulatives and representations can be powerful tools for supporting young Pupils to engage with ideas across many areas of mathematics. They can help Pupils make sense of mathematical concepts, develop visual images, increase engagement and enjoyment, help practitioners see what Pupils understand and provide a bridge to abstract thinking.'	Three units completed by all staff (£129 per unit) <b>£387</b>	No measurable baseline data is available. Evidence of its requirements from speaking to staff and monitoring staff training	DHT	<b>Autumn 2020</b> All staff have completed the module training for White Rose Maths. All staff have been given the tools and information required to teach and support Maths effectively using White Rose Methods. Support staff are able to mirror these methods when leading interventions. Staff were asked to focus on the use of CPA for the coming academic year and ensure all children have the opportunities to use these methods in each block of work. <b>Spring 2021</b> White Rose Maths lesson sequence and videos are being followed to support the online learning during school closure. Staff are using their training to provide additional videos and support to develop the understanding of the children in their learning. As a result, children are able to access their maths lessons at their individual ability levels and maintain progress in maths while school is closed.
B	Accelerated reading training to be delivered to ensure the package is used to meet the needs of the Pupils and support their progress	All staff are able to use the full range of resources and tools available as part of Accelerated Reader to support the knowledge, understanding and	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on	Renewal cost (one year of three) including staff training <b>£1980</b>	KS1 SAT results show that 56% of PPG Pupils achieved ARE and but no PPG Pupils achieved the GD standard	DHT All staff to implement training	<b>Autumn 2020</b> Staff training booked for all staff January 2021 <b>Spring 2021</b> Staff training cancelled due to school closure. Training to be rearranged when school reopens. <b>Summer 2021</b>



		progress of Pupils linked to reading	reading comprehension and reading achievement.'		KS2 SAT results show that 83% of PPG Pupils achieved ARE and 8% achieved GD		Training booked to take place September 2021 due to Covid restrictions and availability.
C	Source and purchase new kindles to support the home learning of Pupils with access to both online and offline resources	All PPG children to have access to a Kindle to allow them to access the home-learning provision during school closure and ensure progress is maintained	Research from EEF states that 'Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.'	Kindle Fires x51 <b>£3,161</b>	Analysis shows that an average of 20% of PPG Pupils accessed home learning during school closure. Feedback shows that access to reliable devices was one contributing factor to the lack of engagement	HT DHT	<p><b>Autumn 2020</b> New Kindles have been purchased which has enabled school to offer families who are self-isolating devices to support home learning. Parents/Carers were sent a request form for the use of a kindle should they need to self-isolate and this is now a form of reference for individual families. Kindles are delivered to homes where families are unable to collect.</p> <p><b>Spring 2021</b> All Kindles have now been set up and are used by children both accessing the work through our child care provision and also working at home. Therefore, children are able to access the Class Dojo platform, online resources and submit their work on a daily basis. Children are able to use the devices to complete daily Doodle tasks. These are matched to their individual abilities and change depending on their progress each day. As a result, key areas of learning are addressed to aid to progress of the children.</p> <p><b>Summer 2021</b> Additional kindles have been purchased over the summer term to support the additional numbers of children joining our school. Devices continue to be available to parents/carers should the children need to isolate for any given period.</p>
D	Source and purchase new iPads to support	PPG are able to access apps and	Studies from EEF state that	iPads, charging and	Measurable data is not	HT DHT	<p><b>Autumn 2020</b> New iPads have been ordered and we are</p>





	PPG Pupils within the classroom	<p>online learning platforms to support their learning and progress.</p> <p>Personalised apps will allow the children to receive focused intervention in a stimulating way</p>	<p>‘To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it’ which is further supported by ‘Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.’</p>	<p>storage <b>£12,208</b></p> <p>J2E subscription <b>£1079</b></p>	<p>available at this point however, observations of Pupils, discussions with staff and children show there is a need for a wider use of visual stimulation within the class for PPG Pupils</p>	<p>currently awaiting their delivery early Spring term. Delays with the supplier has resulted in these not being delivered in the autumn term as hoped.</p> <p><b>Spring 2021</b> Current school closure has caused an additional delay in the arrival of the devices but these are due to arrive March 2021.</p> <p><b>Summer 2021</b> New iPads were delivered early summer term. Accounts have now been set up for each device in school and these iPads are being updated with the required apps for KS1. Current iPads will be used by KS2 in the new academic year.</p>
E	Recruit additional support staff to support Pupils within the classroom for their academic and social skills	<p>Additional support will be allocated in classes to ensure our most vulnerable pupils are supported and able to access their learning with direct intervention both academically and personally.</p> <p>Support staff will work closely with teachers to create a consistent and structured environment where pupils are supported to become independent thinkers and learners.</p>	<p>Findings from EEF states that ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.’</p> <p>Further evidence shows that ‘When TAs concentrate on helping pupils develop ownership of tasks. TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.’</p>	<p>0.5 teaching assistant <b>£10,678</b></p> <p>Additional 7hrs per week for existing teaching assistant <b>£3148</b></p>	<p>Observations of Pupils and discussions with teachers has shown that since school closure, a high proportion of PPG Pupils are struggling to reintegrate back in to the formal expectations of school life</p>	<p>HT DHT</p> <p><b>Autumn 2020</b> Additional support staff have been recruited to support the learning in key areas. Support staff are able to deliver interventions and support the learning of focus children.</p> <p><b>Spring 2021</b> Support staff are continuing to provide interventions for target children during school closure. Work is tailored to meet their individual needs. Work is completed online by the children and our support staff monitor and feedback on the completed work. As a result of this engagement SEN support plans will be updated to reflect the progress made. For those children who haven’t accessed the interventions, they will be identified and targeted when school reopens.</p> <p><b>Summer 2021</b> Classes have benefited from additional support throughout the year. Pupil Premium children are offered supported to meet their individual needs within lessons and these are followed up in intervention where necessary. Staff feel that the</p>



							deployment of support staff across school this year has benefited the academic and emotional needs of the children.
F	To ensure that pupils access a high-quality Nursery provision with a qualified teacher in a small group setting	Additional support will be allocated to pupils to increase their overall starting points in preparation for starting school. Special Educational Needs are quickly identified and a support package put in place ready for starting school.	Evidence from EEF states that 'Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five months additional progress. The approach appears to be particularly beneficial for children from low-income families.'	Bespoke intervention access <b>£1510.50</b>	September 2018 on-entry data showed that 37% of children were working at 30-50 months in reading and writing and 50% in Number. This was below national average therefore a decision was made to open an on-site Nursery provision in April 2019.	HT AW	<p><b>Autumn 2020</b> Autumn term data shows that 66% of children are working at their personal milestone for their age at this point in the academic year in Reading, Writing and Number.</p> <p><b>Spring 2021</b> During school closure in January 2021, our Nursery provision reopened following a change in government guidance. All children attended the provision from the day of reopening. Spring term data shows that all children have made progress in the key areas of Early Years provision.</p> <p><b>Summer 2021</b> Our Nursery provision has clear systems in place to ensure the children are offered the richest learning experience possible. The children follow the key areas of learning for EY and links with our Reception class and EY lead ensure this provision is highly effective for children.</p>

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

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
G	Embed and track progress of Accelerated Reader across the school and source resources to support this when children are working at home	to ensure good progress and exceeding progress in reading by the end of KS2. To create a positive attitude towards reading so Pupils read for pleasure.	Education Endowment Fund states that 'Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.'	Rising Stars online reading for KS1 and KS2 <b>£561</b> Literacy Shed Plus subscription for all staff <b>£156</b>	KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG children achieved the GD standard  KS2 SAT results show that 83%	DHT All staff	<p><b>Autumn 2020</b> Autumn term progress data to be analysed Spring 2021 and findings used to identify focus children who need additional support or challenge</p> <p><b>Spring 2021</b> Rising Stars online reading has been set up for the whole school (Reception to Year 6). EP led staff training, provided staff with resources and set up the online access for the children. Online</p>



		<p>To raise the profile of reading across school</p> <p>To track Pupils to ensure progress is evident</p>			<p>of PPG children achieved ARE and 8% achieved GD</p>		<p>access has been available for parents/carers since January 2021. Children are now able to access reading books allocated by teachers and then complete a quiz to show their understanding. Teachers are able to assess the level of understanding and adjust the levels accordingly.</p> <p><b>Summer 2021</b></p> <p>Summer term star reader assessments to be completed week beginning 5<sup>th</sup> July. Results will be sent to secondary schools for the Year 6 pupils to give a clear indication of reading ages. Teachers will use data to assess the progress made by children this year through accelerated reader and this will be shared in discussions with teachers for the coming year.</p>
H	<p>To close the skill gap between reading on-sight words and comprehending a text.</p> <p>To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment</p>	<p>To close the skill gap between reading on-sight words and comprehending a text.</p> <p>To diminish the difference in outcomes of the Year 1 phonics screening to end of Year 2 reading attainment</p> <p>Pupils given opportunities for daily reading</p> <p>To establish guided reading in each class</p>	<p>EEF state that 'On average, reading comprehension approaches deliver an additional six months' progress.'</p> <p>EEF states 'A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report <a href="#">Improving Literacy in Key Stage One.</a>'</p>	<p>Rising stars online books priced in section F</p>	<p>KS1 SAT results show that 56% of PPG children achieved ARE and but no PPG children achieved the GD standard</p>	<p>DHT</p> <p>KS1 Staff</p>	<p><b>Autumn 2020</b></p> <p>Phonics screening missed in Year 1 has now been completed for these pupils in Year 2. Phonics data will be analysed to identify children who need additional support. Children will receive targeted intervention linked to developing their reading skills using their phonological knowledge.</p> <p><b>Spring 2021</b></p> <p>Phonics data has been submitted. Children who did not meet the expected standard are being provided with additional phonics activities matched to their ability online. Feedback is given and children are supported in their learning and misconceptions. Progress will be reviewed in Spring 2. As a result of the data scrutiny, children can be taught in groups which match gaps in their learning and focus on key gaps in knowledge.</p>



I	To assess, track and support PPG Pupils in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1.	To accurately track and support PPG children in Key Stage 2, who do not achieve the expected standard in phonics screening in Key Stage 1. To ensure progress is made in-line with meeting the expected standard in Year 3.	EEF states that 'Research suggests that phonics is particularly beneficial for younger learners as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).'	Rising stars online books priced in section F	End of EYFS data shows that 50% of PPG achieved the expected standard in reading	DHT Support staff KS1 and Y3 staff	<p><b>Autumn 2020</b> Children who did not meet the expectation for phonics in Key Stage 1 and are now in KS2 will be assessed in January 2021 following a term of interventions and support to allow catch up of missed learning. From this, data will be analysed and children who have still not met the standard will be identified and addressed through additional intervention and support in class to ensure progress is made.</p> <p><b>Spring 2021</b> Due to school closure, tracking of these children is not possible at the current time. However, children are being supported with their phonological understanding through targeted interventions set on a weekly basis. This is completed through targeted teacher led activities online.</p> <p><b>Summer 2021</b> New phonics scheme to be implemented September 2021. This will ensure consistent teaching and tracking of the attainment of pupils in phonics. Children who did not pass phonics screening in Year 1 will be tracked and supported.</p>
J	To support the development and link between Maths skills through whole class strategies, support and engaging pupils in outdoor learning	To diminish the difference between the number of PPG and non-PPG children achieving the expected standard in maths Embed and secure fluency, reasoning and problem-solving skills alongside concrete and	EEF states 'Concrete manipulatives can be a powerful way of enabling learners to engage with mathematical ideas, provided that teachers ensure the learners understand the links between the manipulatives and the mathematical ideas they represent..... Fluent recall of procedures is important, but teachers should also help learners understand how the	Streaming one teacher - <b>£16,074</b> White Rose Premium Resource Membership <b>£90</b> 3x support staff <b>£7,784</b> Whole School Maths Reasoning Workshop - <b>£500</b>	October 2020 baseline assessment analysis identifies that in all year groups, PPG children have wider gaps in their basic skills and are reluctant to complete tasks	DHT	<p><b>Autumn 2020</b> 80% (16/20) PPG children in Year 6 have made expected progress since returning to school in September. Children engage in outdoor learning lessons with enthusiasm and more children are making links between this work and their class work on a regular basis.</p> <p><b>Summer 2021</b> Summer term monitoring has been completed through two learning walks and a book scrutiny. All monitoring shows that White Rose methods are</p>



		pictorial methods in maths	<p>procedures work and when they are useful.'</p> <p>EEF also states that 'Teacher knowledge, more particularly pedagogic content knowledge is crucial in realising the potential of mathematics curriculum resources and interventions to raise attainment.'</p>	<p>Maths and English active learning <b>£975</b></p>	<p>due to a lack of basic skill recall</p>		<p>followed in all classes. Concrete manipulatives are introduced in EY and these skills are developed through to Year 6. Children are able to identify the manipulatives they could use to answer questions and do so with confidence. Active Maths training has been completed by all staff and resources shared during training are being used by teachers. Teachers to complete at least one Active Maths lesson per half term with their classes.</p>
K	Purchase apps to support the development and retention of basic skills	Pupils will have access to apps to support their basic skills in an interactive and meaningful manner where progress can be monitored. Pupils will access these resources in school and at home where possible to address their personalised gaps in understanding.	Evidence from Edtech states that ttrackstars and Numbots have been identified as 'projects demonstrating effective and impactful use of edtech in the UK, along with individuals who have played a leading role in developing this area of work. The organisations behind the projects and products include FE colleges, an online learning community and a university spin-out. Bruno was featured for "helping to power the Maths UK revival".'	<p>ttrackstars and Numbots subscription <b>£289</b></p> <p>Additional funding to be allocated to purchase apps <b>£230</b></p>	<p>Baseline assessments show a dramatic decline in the basic skills of children due to school closure and this in turn is having a negative impact on the progress of children in lessons</p>	DHT Computing lead	<p><b>Autumn 2020</b> Focus for Spring term when new ipads are delivered to school.</p> <p><b>Summer 2021</b> All staff have completed two sessions of iPad training to ensure we are using them effectively in school to support the children. Apps have been identified by staff for purchase and these will be in place for September 2021.</p>
L	Develop the communication and language skills of children in our EY setting	Pupils make rapid progress in the area of communication and language. A higher proportion of pupil's meet ARE High quality provision both indoors and outdoors help supports PPG children meet ARE in communication and language.	Studies of communication and language approaches consistently show positive benefits for young Pupils' learning. On average, Pupils who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All Pupils appear to benefit from such approaches, but some studies show slightly larger effects for	<p>SALSP <b>£6284</b></p> <p>TA follow up interventions 2.5 hours per week across the year <b>£1535</b></p> <p>Funding for outdoor equipment <b>£1,000</b></p>	<p>EYFS baseline data shows that 50% of children are working below 30-50 months Secure in the area of communication and language</p>	EYFS lead DHT	<p><b>Autumn 2020</b> Autumn term data submitted to be analysed in Spring 2021. Initial feedback from EYFS lead is that children are making good progress and those who are still working behind expectations are going to be part of interventions in the spring term.</p> <p><b>Summer 2021</b> 19/29 (66%) achieved GLD in C and L 10 (55%) of these children were PP 10/18 PP children achieved GLD in C and L <b>55%</b></p>



			Pupils from disadvantaged backgrounds. (EEF) High performing schools' direct resources towards the Early Years Foundation Stage (DfE Supporting the attainment of disadvantaged pupils August 2018)				Four referrals were made to SALT and 2/4 are receiving weekly therapy. 1 child referred to SALT has completed a block of therapy and discharged. Two children have been referred to CAMHS for difficulties regarding communication and language
M	Research and source resources which can be used to provide children with external stimulus	PPG children are provided with a wide variety of external stimulus to inspire their writing	Research from EEF states that 'All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.'	Support staff lead Writing Intervention x 3 hours per week - <b>£1,826</b> Support staff lead Motor skills intervention x 7 hours per week across year - <b>£4,297</b> Literacy Shed Plus quoted section F	National and local lockdowns have placed significant restrictions on the already limited life experiences of the children in our school	DHT	<p><b>Autumn 2020</b> Year 6 children have taken part in a virtual workshop with the Durham Light Infantry Museum linked to WW2. 100% of the children said they enjoyed the session; key objectives were met and this provided the children with a stimulus for their follow up work. The impact of the session was evident in their written work over the following weeks. A further virtual session has been booked for the new year.</p> <p><b>Spring 2021</b> Teachers are planning virtual trips for their classes. Trips will be accessed by the children either at home or school (depending on return date) and as they are virtual, children may be able to visit other parts of the world and follow up work will be linked to these trips.</p> <p><b>Summer 2021</b> All classes have taken part in a virtual school trip to inspire the children. Classes have made the most of the school grounds and being able to link to our Forest Schools area. Literacy Shed resources have been used to stimulate the writing and reading experiences of the children. Active Maths and English has allowed the children to enjoy their outdoor learning. Year 6 took part in a workshop with Durham Records Office exploring maps</p>



							and documents of the local area from 1800s to present day – this linked directly to their topic work and also provided them with detail to include in their writing and further topic lessons. 75% of Year 6 pupils achieved Year 6 expected standard or above as a result of bespoke writing support.
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**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Action	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
N	Improve attendance for PPG pupils and support for parents	To reward good attendance /punctuality Pupils understand the value of being at school Effective monitoring of attendance will ensure a swift response and follow up to absence Increase parental awareness of need for good attendance and the impact on attainment/achievement. To work with EWO and other agencies to improve links between parents The open channels of communication with parents through the school text system, Facebook and school website Free breakfast club offered	EEF states that 'Parents play a crucial role in supporting their Pupils' learning, and levels of parental engagement are consistently associated with Pupils' academic outcomes.'	Reward merit system and prizes <b>£400</b> - Pupil Welfare Officer <b>£27,883</b> CPD – attendance workshops, etc for PWO <b>£2,000</b> Annual Safeguarding Training - <b>£288</b> Free breakfast club 10 Pupils - <b>£4,180</b>	End of summer 19/20 PP attendance below 90% was 29.9%	PWO	<b>Autumn 2020</b> Pupil Premium Autumn term attendance was 95.36%. Children who were isolating due to Covid-19 would not be included in this data and they were expected to access the remote learning provided.  <b>Summer 2021</b> Attendance for PPG children is 93.9% this academic year. PWO has monitored attendance throughout the year and had held meetings with parents and has established Attendance Improvement Plans. Attendance Improvement Plans will continue in the next academic year to ensure attendance continues to be high priority for PPG children. 20 PPG children have been issued with an Attendance Improvement Plan.
O	Support and improve the emotional resilience and	To develop interventions to support the emotional wellbeing and resilience of Pupils across school.	EEF states 'On average, SEL interventions have an identifiable and significant impact on attitudes to	Relax Kids worker <b>£1645</b> Occupational Therapist <b>£1950</b>	Discussions with parents/carers before children returned to	All staff	<b>Autumn 2020</b> Throughout school we have increased the number of children who receive intervention linked to their emotional



	wellbeing for pupils eligible for PPG through personalised interventions and whole class initiatives		learning, social relationships in school, and attainment itself (four months' additional progress on average).'	Build to express – 3 ½ hours per week - <b>£2,149</b>	school show a clear need to support the emotional wellbeing of the children		<p>resilience needs. Lego therapy, build to express and listening matters interventions provide the children with the additional support they need on a weekly basis. Support staff are flexible in their approach and are able to offer time to the children in their classes should they need additional support during lessons to allow them to access their learning. All children who received intervention in the form of Lego therapy, listening matters and Build to express have developed strategies to allow them to cope with their personal situation or within the classroom environment.</p> <p><b><u>Spring 2021</u></b></p> <p>Lego therapy and Build to express interventions are still be provided for the children through our online learning platform. These sessions have a clear focus and the children are asked to share their work using our Class Dojo.</p> <p>Welfare calls are made on a weekly basis to our vulnerable children and any issues addressed. Fortnightly welfare calls are made to all children by class teachers and support staff to ensure the children are accessing their work but also to support with their emotional needs.</p> <p>Friday afternoon themed learning has been developed as part of our online learning. All children are set the same tasks linked to a theme allowing siblings and families to work together on the same tasks. These tasks often take the children away from the screen and provide them with tasks to</p>
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							<p>promote self-awareness and thinking about the wider world.</p> <p><b>Summer 2021</b></p> <p>Class Dojo has continued to be a success for rewarding the children for their work across school. Rewards for star of the week, Doodle, ttracks and pupil of the term and year have highlighted the achievements of the children across school.</p> <p>Relax Kids sessions have been completed on a weekly basis with the children in Years 3 to 6. These have provided the children with a range of strategies linked to their mental health and wellbeing. The children are able to talk about these strategies with confidence.</p> <p>Focused interventions have supported the well-being of the children in all class. Build to Express and Lego therapy sessions have provided the children with the opportunity to talk to an adult and also develop social and team building skills which may have been lost during school closure.</p>
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**Total 127,469**



## Governance

**Governors involved:**

Pamela Monaghan – Chair of Governors; Faye Richardson – Vice-Chair of Governors; Natalie Maughan – Head Teacher

**Committee meeting dates**

**Autumn:** December 2020      **Spring:** March 2021      **Summer:** July 2021

**Autumn & Spring Summary**

Pupil Premium Governor and Lead have met to discuss the Autumn and Spring term updates for 2020/2021. Review of the desired outcomes was completed and each area discussed individually. Discussion centred around the impact of Covid-19 on the desired outcomes and how we are still able to meet the needs of the PPG children despite school currently being closed. Discussed the focus of interventions still taking place for these children and the impact this was having on their wellbeing and academic progress.

Delays in the delivery of iPads has caused a delay in the progress of these outcomes but plans are in place to address this as soon as the new devices are delivered.

Shared the additional Pupil Premium spending due to school closure document and the reasons for this spending.

Actions to be taken when school reopens identified in terms of staff training and intervention focus for the wellbeing of the children.

Further evaluation will be completed at the end of the spring term following the return of all children to school.

**Summer summary**

Pupil Premium Governor and Lead have met to discuss the summer term and end of year updates for 2020/2021.

Review of all planned outcomes completed and updates shared. Discussion around priorities for next school year based on the achievements and areas for development this year post-covid.

Priorities identified for catch-up funding in the coming year.

Discussed the introduction of a new strategy document in September and agreed to meet in the new term when this has been published and adapted for school.

Clear priorities have been identified by SLT and these have been shared with PP governor and agreed as a good starting point for the coming year.