

## Pupil premium strategy statement 2021-2022

1. Summary information					
<b>School</b>	St. Nicholas CE Primary School West Tanfield				
<b>Academic Year</b>	21/22	<b>Total PP budget</b>	£8,100	<b>Date of most recent PP Review</b>	July 2021
<b>Total number of pupils</b>	33	<b>Number of pupils eligible for PP</b>	5	<b>Date for next internal review of this strategy</b>	July 2022

2. Current attainment across whole school context		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for non PP)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>20%</b>	<b>27%</b> (National 70% )
<b>% making expected progress in reading (as measured in the school)</b>	<b>40%</b>	<b>48%</b> (National 75%)
<b>% making expected progress in writing (as measured in the school)</b>	<b>20%</b>	<b>35%</b> (National 76%)
<b>% making expected progress in mathematics (as measured in the school)</b>	<b>20%</b>	<b>27%</b> (National 76%)
3. Barriers to future attainment (for pupils eligible for PP)		
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	In KS1 & KS2 some pupils (not just PP) require additional support in Reading, Writing and Maths to bring attainment and progress in line with expectations. Some pupils enter year groups in September having not achieved ARE for previous year group.COVID has had a further impact on this.	
<b>B.</b>	Some pupils eligible for pupil premium also have other factors, such as specific needs, SEMH and mobility, low emotional resilience and self-esteem	
<b>C.</b>	A large, four year group, mixed age class makes delivering the curriculum challenging	
<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		

<b>D,</b>	An increase in the number of families in need has led to the need for increased support with emotional and social needs of pupils by facilitating attendance at after school clubs, residential trips and providing key workers and nurture support in school.	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	<p>Children will make expected progress in line with national expectations or better in Reading, Writing and Mathematics</p> <p>Children will make better than expected progress to reduce the attainment gaps.</p>	<p>. Teacher assessments supported by internal and external test data will show RWM <b>progress</b> is in line with national expectations or better for all children</p>
<b>B.</b>	<p>Develop emotional resilience and increase self-esteem. Ensure that our children are ready and prepared for the day ahead</p> <p>Ensure our children receive support with remote learning/homework and all access barriers are removed. (Measured through higher rates of progress for pupils eligible for pupil premium).</p>	<p>Children will be well equipped and able to overcome emotional challenges and show higher levels of self-esteem.</p> <p>Children will be well rested, fed and ready for the day ahead in good time. Children will complete all necessary remote learning and homework tasks</p> <p>. Teacher assessments supported by internal and external test data will show RWM <b>progress</b> is in line with national expectations or better for all children</p>
<b>C.</b>	Class structure will be changed each morning to reduce class sizes, enable smaller group working using PPG funding wherever possible.	All pupils including those in receipt of PPG funding will flourish in well-supported classes.

<b>D.</b>	<p>Children are supported to be able to get the most out of school experiences.</p> <p>PP children access the school curriculum and wider opportunities regardless of family income and personal circumstances.</p>	<p><b>All</b> children will be able to access <b>all</b> activities including extra-curricular clubs, educational visits (including residential) and wrap-around care.</p> <p>All pupils will have the appropriate uniform, resources and support to enable them to play a full and active role in school life and feel included, valued and equal.</p>
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**5. Planned expenditure**

Academic year

2021/2022 £ 19328

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of curriculum implementation for all**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Restructure of classes so we run a three class structure each morning.	Children of all age groups are taught and learn effectively, making good progress from their starting points.	<p>There are increased challenges for staff and pupils in whole key-stage/cross-phase classes. Smaller classes and a narrower age range of children will ensure teachers deliver high quality curriculum implementation and unpick any challenges for children more readily.</p> <p>EEF 3+</p>	<p>Termly pupil progress meetings Lesson observations Performance management Regular liaison between all teachers/TAs in team Review meetings with parents/pupils/staff</p>	<p><b>HT</b> <b>English Lead</b> <b>Maths Lead</b></p>	<p>January 2022 April 2022</p>

<p>High quality staff CPD focus:</p> <p><b>Reading comprehension (Jane Considine) EEF 6+</b></p> <p><b>Writing development Jane Considine</b></p> <p>Quality first curriculum implementation</p> <p><b>Maths – what areas does the MARK suggest we need to focus on in September? Areas for development to be agreed and actioned</b></p>	<p>Accelerated progress in Reading, Writing, Maths</p>	<p>EEF /Ofsted guidance recommends that 'Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'.</p> <p>Data shows that CPD Maths and Writing are key priorities for development.</p> <p>Reading comprehension EEF6+</p>	<p>Learning walks</p> <p>Tracking and pupil progress monitoring</p> <p>Staff meeting schedule tailored to the SDP and whole school priorities</p>	<p><b>HT</b> <b>English Lead</b> <b>Maths Lead</b></p>	<p>January 2022 April 2022</p>
<b>Total budgeted cost</b>					£ £14, 388

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>SENCO to arrange training for TAs to use specific interventions and to support and monitor the implementation and impact of these regularly:</p> <p>Precision teaching 1st Class at number Hornet Read Theory</p> <p><b>TO be negotiated with SL, HT and SENCOs after looking at the data and which approaches have most impact.</b></p>	<p>Staff will have all training necessary to implement interventions successfully</p> <p>Interventions will have positive and clearly defined impact on progress.</p> <p>SENCO will robustly monitor and adjust as necessary for PP children and SEND</p>	<p>School based evidence of the success of HORNET and PT at St Nicholas in Summer term 2021.</p>	<p>Baselines undertaken in September 2021. Impact measured using ratio gains</p> <p>SENCo to drop in regularly and offer informal support and review.</p> <p>SENCo to review impact termly using intervention baselines, B and G tracking and whole school tracker</p> <p>Performance management of TA</p> <p>English and Maths lead to challenge on impact termly.</p>	<p><b>SENCOs</b></p> <p>English Lead and Maths Lead to monitor</p>	<p>Termly Pupil Progress Meetings</p> <p>Report for governors and SLT to be produced each term taken from intervention baselines, B and G tracking and whole school tracker by SENCo.</p> <p>English and Maths lead to challenge on impact termly.</p>
<p>Lowest 20% readers approach See school approach.</p>	<p>All children a reader by age 7.</p>	<p>EEF 4+ Best practice model from English HUBS</p>	<p>Phonics leads to monitor progress each term and report to English lead each term.</p> <p>Phonics lead to monitor implementation – <b>when?</b></p>	<p><b>Phonics leads</b></p>	<p>Termly Phonics check</p> <p>Report to governors, HT and EL on progress each term.</p>
<b>Total budgeted cost</b>					£ £2600

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Breakfast club and homework club to support vulnerable learners.</p> <p>Additional TA hours (5) allocated for nurture support.</p> <p><b>TA training</b></p> <p><b>Nurture role established</b></p>	<p>Children will receive support in completing home learning.</p> <p>They will be ready for the school day ahead.</p> <p>They will have access to a wide range of clubs that increase their cultural capital and experience base</p> <p>They will have support in place to help deal with any nurture issues that arise and a named person to talk to.</p> <p>SEMH will be well.</p>	<p>Our school vision; for children to live life in all its fullness and shine like stars.</p>	<p>Class teachers will review who needs this provision along with SENCo at PP meetings.</p> <p>SEnCo will liaise with all parties concerned to implement.</p> <p>Nurture support established role an</p> <p><b>Baseline to completed in Sept 2021 which identifies:</b></p> <p>Attendance including late marks (previous year)</p> <p>Engagement with homework (previous year)</p> <p>Attendance at clubs (previous year)</p> <p>General emotional well being (SEMH assessment tool)</p> <p><u>For evidence of impact, and adjusted accordingly.</u></p>	<p>SENCo</p>	<p>Each term SENCo to update individual case studies for identified children on the vulnerable list:</p> <p>Each term:</p> <ul style="list-style-type: none"> <li>• Attendance including late marks.</li> <li>• Engagement with homework</li> <li>• Attendance at clubs.</li> <li>• General emotional well being</li> </ul> <p>Report to HT/Govs each term.</p>
					<b>£ 2340</b>
<b>Total budgeted cost</b>					<b>£19,328</b>

## 6. Additional detail

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## 7. Review of expenditure

Previous Academic Year

2020/21

Intended outcome	Action	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
A) Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.	<ul style="list-style-type: none"><li>Additional adult to work alongside children in class</li></ul>	<ul style="list-style-type: none"><li>Teachers report that SEMH skills and self-esteem has improved for most pupils through the strategies used this year.</li></ul>	<ul style="list-style-type: none"><li>Pupil progress meetings to be used to collate classroom observation data in written form to support verbal communications</li><li>SEMH tool to be introduced</li><li>Pastoral mentor is a vital part of the school day and role needs prioritising to have a positive impact for PP and non-PP children.</li><li>Pastoral mentor will be based where the need is within the school.</li></ul>	Pastoral lead time



<p>B) Higher rates of attainment in reading, writing and maths 'closing of the gap' between ARE and attainment for pupils eligible for pupil premium.</p>	<ul style="list-style-type: none"> <li>• Personalised same-day interventions for reading</li> <li>• Targeted additional reading support from trained staff</li> <li>• Targeted support materials</li> <li>• Whole staff training for improving quality of English</li> </ul>	<ul style="list-style-type: none"> <li>• of PP children achieved ARE in reading, writing and maths</li> <li>• Expected progress made for PP children: <ul style="list-style-type: none"> <li>○ Reading = 60%</li> <li>○ Writing = 20%</li> <li>○ Maths = 0%</li> </ul> </li> <li>• Lego Therapy</li> <li>• 1<sup>st</sup> Class at number</li> </ul>	<ul style="list-style-type: none"> <li>• Support provided within the classroom has not had as much impact due to COVID 19.</li> <li>• Reading support has had some impact on progress, less so in Maths and writing.</li> <li>• Support for Maths needs prioritising – consider small group tuition after school next year alongside Maths action plan.</li> </ul>	
<p>A) Improved social and emotional skills and self-esteem for all pupils including those eligible for pupil premium.</p>	<ul style="list-style-type: none"> <li>• Breakfast club/after school to support readiness for the school day.</li> <li>• Identifying need checklist/procedure introduced to support teachers in identifying need.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff reported that children were more settled physically and mentally when beginning the day in the classroom.</li> <li>• Staff reported all homework was completed for those children who attended the after school sessions.</li> <li>• These children also enjoyed accessing enrichment clubs too and fitness tests show fitness has improved over the year.</li> </ul>	<ul style="list-style-type: none"> <li>• To change the approach in engaging families with the breakfast club offer to maximise impact.</li> <li>• Review how to engage these children for breakfast club</li> </ul>	<p>Breakfast club leader Food – breakfast items</p>

<p>D) Attendance for all pupils will be above 95% across the academic year.</p>	<ul style="list-style-type: none"> <li>Attendance at breakfast club with a meet and greet from nurture mentor</li> </ul>	<p>Percentage of PP pupils achieving 95% or above attendance = 89%</p> <p>Percentage of PP pupils not achieving 95% attendance = 11%</p> <ul style="list-style-type: none"> <li>PP pupils who accessed the morning breakfast club achieved 96% or above</li> </ul>	<p>Training required to support pastoral/admin with using attendance procedure and engaging families</p> <p>Consider marketing of breakfast club offer to increase attendance consistency of PP children</p>	
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