

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Timothy Hackworth Primary School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	67% 241 PP pupils
Academic year/years that our current Pupil Premium Strategy Plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025 July 2025
Statement authorised by	Lynn Boulton – Head Teacher
Pupil Premium Lead	Lynn Boulton – Head Teacher
Governor Lead	Pauline Crook – Chair of Governors

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£308,694
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£308, 694

Part A: Pupil Premium Strategy Plan

Statement of Intent

RRS – our school ethos. We are a RRS Gold Level School

Our School Intent, embracing RRS

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Our School Vision, embracing RRS

‘May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.’

We want our children:

- to be the best that they can be – to have high aspirations of themselves;
- to enjoy coming to school every day, so that they have their right to enjoy learning;
- to make a positive contribution to society;
- to know how to stay safe, to look after themselves and each other;
- to have a positive mindset, to be resilient, to believe in themselves.

In direct relation to our Pupil Premium Strategy Plan, and as part of our whole school Intent as detailed above, all of the children at Timothy Hackworth Primary School have the right to make good progress and achieve the best that they can, irrespective of their background or the challenges that they encounter.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve the very best that they can, and to have the resilience, confidence and resourcefulness to believe in themselves, to achieve the very best that they possibly can.

We will take into account the challenges faced by our vulnerable pupils, some of which who have involvement with a social worker, those who experience difficulties and challenges in a range of contexts, for example, those pupils who are young carers, those who have SEND, and those who have recently moved into care.

Quality first teaching is always at the centre of our approach, helping pupils have their right to a good quality education, focusing on those areas which our disadvantaged pupils require the most support, for example, prioritising the closing of their learning gaps. This focus will also benefit our non-disadvantaged pupils also. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and also improved, alongside the improved progress of their disadvantaged peers.

Our approach will be responsive to the challenges that arise and the individual needs of our pupils, strongly rooted in robust and systematic data collection and analysis, and the collective knowledge that we have of our pupils, both disadvantaged and non-disadvantaged. All of our targeted approaches and strategies are adopted to ensure that our pupils have their right to the best possible quality of education, with the intention of achieving improved outcomes for all. To ensure that our targeted strategies and support offer are effective, we will ensure that our disadvantaged pupils:

- receive consistent quality first teaching which identifies and closes their learning gaps;
- receive targeted support to help to address their learning gaps;
- access intervention which is tailored to meet their learning needs;
- succeed and thrive within our positive and respectful school culture, where our staff take responsibility for disadvantaged pupils' outcomes seriously, and have high expectations of what our pupils can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Closing the Gap - RWM</p> <p>Assessments, data analysis and observations indicate that pupils require targeted support to address learning gaps in RWM to accelerate pupil progress so that they are in line with national expectations. This is evident across all key stages: EYFS, KS1 and KS2, and where the gap is at its widest amongst SEND and disadvantaged pupils.</p>
2	<p>Early Reading – Phonics</p> <p>Assessments, data analysis and observations indicate that disadvantaged pupils and disadvantaged SEND pupils require targeted support to address learning gaps in phonics to accelerate pupil progress.</p>

3	<p>SEND</p> <p>Assessments, data analysis and SEND reviews indicate that the progress of SEND pupils make slower rates of progress than non-SEND pupils. Disadvantaged SEND pupils make slower rates of progress than non-disadvantaged SEND pupils.</p>
4	<p>Curriculum Development</p> <p>Our school aspires for our curriculum to be meaningful, enjoyable, relevant and accessible to all pupils. A range of resources across the curriculum have been purchased, and have been identified for purchasing, so that pupils benefit from our planned learning opportunities and have access to a range of enriched learning experiences.</p>
5	<p>Attendance</p> <p>Our attendance data has improved in the last academic year 2023-2024. Our attendance data at the end of the academic year 2023-2024 was just under national averages but above local averages. For example, overall attendance to date, for the Autumn Term 2024, is 93%. This demonstrates the positive impact of our Attendance Officer who is funded from our Pupil Premium Grant. However, the attendance of our Persistent Absentee pupils is in need of further support as this cohort of pupils in our school are Disadvantaged Pupils. We will continue to embed the strong practice that has been established.</p>
6	<p>Pupil Mental Health and Wellbeing</p> <p>Our assessments, observations and discussions with pupils, parents and carers indicate that our pupils' mental health and wellbeing continues to require significant support. We will continue to embed the strong practice and provision that we have established to ensure that pupils' social and emotional wellbeing is appropriately supported.</p>
7	<p>Early Personal, Social and Emotional Development</p> <p>Assessments, data analysis and discussions with pupils, parents and carers indicate that pupils in our current cohort require significant support with the development of their early social and emotional skills so that barriers to learning are reduced.</p>
8	<p>Enrichment Opportunities</p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>

Intended Outcomes

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

Challenge number	Intended outcome	Success criteria
1	<p><u>Closing the Gap - RWM</u></p> <p>Improved outcomes in RWM demonstrated in EKS2 data and internal tracking</p>	<p><u>EKS2</u></p> <p>EKS2 Reading increases to at least 70% or above, and is at least in line with national averages.</p>

	<p>systems which result in standards being closer to national averages.</p>	<p>EKS2 Writing increases to at least 68% or above, and is at least in line with national averages.</p> <p>EKS2 Mathematics increases to at least 70% or above, and is at least in line with national averages.</p> <p>EKS2 GPS increases to at least 75% or above, and is at least in line with national averages.</p> <p>The performance gap between SEND/Non-SEND is within -15%.</p> <p>The performance gap between DP/Non-DP is within -10%.</p> <p>The continued focus this academic year on Teaching and Learning makes a positive impact on the overall quality of teaching and learning across the key stages, with children successfully accessing strategies to support their retention of specific knowledge and skills.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli - 2022</p>
2	<p><u>Early Reading - Phonics</u> Attainment in Phonics for SEND and disadvantaged pupils improves.</p>	<p><u>Year 1 Phonics</u></p> <p>Y1 Phonics Check Targets:</p> <p>Autumn 2024: Non-DP 45% DP 35%</p> <p>Spring 2025: Non-DP 60% DP 51%</p> <p>Summer 2025: Non-DP 75% DP 68%</p>
3	<p><u>SEND</u> The gap between outcomes for non-SEND pupils and SEND pupils reduces.</p>	<p><u>EYFS GLD</u> The gap between SEND and non-SEND pupils is reduced, to at least -20% based on EOY 2025 data.</p> <p><u>EKS1</u> The performance gap between SEND/Non-SEND pupils reduces in Reading, Writing and Maths so that it is within -20%.</p>

		<p><u>EKS2</u></p> <p>The performance gap between SEND/Non-SEND is within -20%.</p> <p>Identified SEND pupils access Support Plans which are precisely matched to their range of needs, linked to internal and external sources of support where necessary.</p> <p>Specialist Speech and Language CPD for staff and for identified members of staff.</p> <p>Appropriate adaptations made to ensure that children's progress is maximised.</p>
4	<p><u>Curriculum Development</u></p> <p>Identified resources are purchased and accessed to broaden opportunities.</p> <p>Identified staff access a range of CPD to ensure that the curriculum continues to reflect current pedagogy.</p>	<p>The curriculum is enhanced by a range of quality resources and experiences.</p> <p>All pupils access a broad, rich, meaningful and exciting curriculum which makes a positive impact on the retention of their knowledge and skills across the curriculum.</p> <p>Staff CPD makes a positive impact on teaching and learning.</p>
5	<p><u>Attendance</u></p> <p>Our attendance data has improved in the last academic year 2023-2024. Our attendance data at the end of the academic year 2023-2024 was just under national averages but above local averages. For example, overall attendance to date, for the Autumn Term 2024, is 93%. This demonstrates the positive impact of our Attendance Officer who is funded from our Pupil Premium Grant.</p> <p>However, the attendance of our Persistent Absentee pupils is in need of further support as this cohort of pupils in our school are Disadvantaged Pupils.</p> <p>We will continue to embed the strong practice that has been established.</p>	<p>Whole school attendance data is broadly in line with national averages.</p> <p>Attendance figures for PA pupils, including Disadvantaged pupils and SEND pupils will be closer to national averages by the end of the Summer Term 2025.</p>
6	<p><u>Pupils' Emotional Health and Wellbeing</u></p>	<p>Place2Be Counselling Service provides tailored support to identified pupils support the removal of emotional wellbeing barriers so that</p>

	<p>To support pupils' emotional health and wellbeing, so that identified pupils are more able to focus upon their learning.</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly for our disadvantaged pupils.</p>	<p>they are able to focus on their learning.</p> <p>Staff members access the Place2Think Service so that they feel better equipped to address pupils' emotional wellbeing, including that of their own.</p> <p>Identified parents access the Parent Support Sessions to support them with identified children's emotional health and wellbeing.</p> <p>Improved levels of wellbeing for our pupils following targeted support.</p> <p>Pupils are better able to focus on their learning as barriers to their learning have been reduced.</p> <p>Pupils readily access support from school to address their SEMH needs.</p>
7	<p><u>Early Personal, Social and Emotional Development</u></p> <p>Assessments, data analysis and discussions with pupils, parents and carers indicate that pupils in our current cohort require significant support with the development of their early social and emotional skills so that barriers to learning are reduced.</p>	<p>EYFS provision and practice demonstrates a range of targeted tasks and interventions to support children's PSED development.</p> <p>EYFS provision and practice demonstrates a range of targeted tasks and interventions to support children's Physical Development.</p> <p>Reception Timetable is continually amended to reflect the children's needs in the cohort.</p> <p>Learning from the recently attended two year DCC CPD programme, (one year of this programme is complete), is reflected in practice and provision.</p>
8	<p><u>Enrichment Opportunities</u></p> <p>Our disadvantaged pupils require opportunities and experiences which enable them to build their cultural capital and to access the wider locality and engage in activities that they typically would not be involved with.</p>	<p>Increased opportunities for pupils to access a range of visitors to school and enrichment sessions.</p> <p>Increased opportunities to access learning through school visits linked to Curriculum Overviews for year groups.</p> <p>Increased numbers of disadvantaged pupils access after school clubs.</p>

Activity in this academic year

This details how we intend to spend our Pupil Premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
<p>Additional adult support to address gaps in learning.</p>	<p>Targeted, precise, high-quality teaching to address the learning gaps of pupils so that they can make accelerated progress in RWM.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Metacognition and Self-Regulation (+7)</p> <p>EEF Guidance Reports Improving Literacy (2021) and Mathematics (2022) at KS1.</p> <p>EEF Guidance Reports Improving Mathematics in the Early Years and at KS1 (2022).</p> <p>EEF Guidance Reports Improving Literacy (2021) at KS2.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p>EEF Early Years Evidence Store – Supporting Personal, Social and Emotional Development - 2023</p> <p>EEF A School's Guide to Implementation 2024</p> <p>EEF Making Best Use of Teaching Assistants 2021</p>	<p>1,2,3</p> <p>£35,000</p>
<p>Purchasing of resources for Year 6.</p>	<p>A targeted programme to support the planned Year 6 revision plan.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p>	<p>1,3</p> <p>£1000</p>

<p>Purchasing of resources for whole school following Maths Audit.</p>	<p>Identified purchasing of practical Maths resources to support the Concrete, Practical and Abstract approach to Maths teaching and learning.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p>	<p>1,3 £2000</p>
<p>Purchasing of standardised diagnostic assessments</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure that they receive the correct additional support through interventions or teacher instruction.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)</p>	<p>1,2,3,4 £1000</p>
<p>To establish a specific SEMH provision so that social and emotional barriers can be removed to help children to focus on their learning.</p>	<p>Tracks Provision established for identified KS1 children which reduces barriers to learning. SEMH strategies are successful in removing barriers, enabling identified children to focus on their learning.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)</p> <p>EEF Guidance Report Improving Behaviour in Schools 2021</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</p> <p>EEF A School's Guide to Implementation 2024</p> <p>Dr. Julian Grenier Working with the Revised EYFS Principles into Practice</p>	<p>1,3,6 £60,000</p>
<p>To purchase identified resources, including a panel whiteboard, to support the teaching and learning of identified SEMH pupils.</p>	<p>Resources purchased effectively support the learning needs of identified pupils.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)</p>	<p>1,3,6 £8,000</p>

<p>Senior Leadership Involvement in the Newcastle Research School 'Linking Leaders' Programme.</p>	<p>The one year programme focuses on how the adaptations, monitoring and reviewing of the curriculum reduces barriers to learning through a more relevant and meaningful curriculum.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p>EEF A School's Guide to Implementation 2024</p>	<p>1,3,4</p> <p>£1500</p>
<p>Durham County Council Training (CPD) Annual Service Level Agreement and related targeted CPD linked to school priorities.</p>	<p>An extensive programme of CPD for Subject Leads and School Leaders to develop leadership and pedagogical skills.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Reading Comprehension Strategies (+6) Teaching Assistants (+1)</p> <p>EEF A School's Guide to Implementation 2024</p>	<p>1,2,3,4</p> <p>£10,000</p>
<p>Training and resources from P2Be for teachers and teaching assistants with a focus on removing barriers to learning.</p>	<p>Targeted CPD from Place 2 Be's Educational Psychologist Team to explore trauma-informed behaviour strategies to reduce barriers to learning.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>P2Be Research Paper 'Longer-Term Effects of School-Based Counselling in UK Primary Schools' – 2021 P2Be Research Paper, 'Place2Be's One-to-One Counselling Service in</p>	<p>1,3,6,7</p> <p>£500</p>

	<p>UK Primary Schools: An Updated Cost-Benefit Analysis - Rachel Gomez June 2022</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</p>	
<p>Training and resources for the Essential Letters and Sounds Phonics Programme.</p>	<p>CPD for the newly appointed Phonics Lead, English Lead and EYFS Lead to ensure effective whole school monitoring of the DfE approved Phonics Programme.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Phonics (+4) Teaching Assistants (+1) Metacognition and Self-Regulation (+7)</p> <p>EEF Guidance Reports Improving Literacy (2021) at KS1.</p>	<p>1,2,3,4</p> <p>£3000</p>
<p>Involvement in the DCC 2 Year Early Years Development Project.</p>	<p>A two year programme of research informed EYFS CPD which addresses effective provision and practice in the EYFS.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)</p> <p>EEF Early Years Evidence Store – Supporting Personal, Social and Emotional Development - 2023</p> <p>EEF Working with Parents to Support Children’s Learning 2021</p> <p>Dr. Julian Grenier The Revised EYFS Principles into Practice Ofsted The Best Start in Life Reviews</p>	<p>1,3,4,6,7</p> <p>£1000</p>
<p>Attendance at Early Years Network Meetings.</p>	<p>Current theory and practice actively develops professional development and understanding of EYFS provision and practice.</p>	<p>1,3,4,6,7</p> <p>£300</p>

	Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) EEF Early Years Toolkit Ofsted The Best Start in Life Reviews	
Purchasing of the EYFS CPD and Resources Programme, 'Ready, Steady, Go!' Tool.	Professional resource purchased for EYFS Team and leaders to access to support the identification and reduction of barriers to learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8) Teaching Assistants (+1)	1,3,4,6,7 £200
To purchase targeted EYFS CPD for Physical Development.	Physical Development is an identified barrier to learning in the EYFS. The programme helps to reduce this barrier to learning through the development of gross motor skills. Teacher Feedback (+8) Teaching Assistants (+1) EEF Early Years Toolkit	1,3,4,6,7 £500

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
After-School Intervention Clubs for identified children in EYFS, KS1 and KS2.	Provision of a range of after-school clubs where disadvantaged pupils are encouraged to attend to enrich life experiences. Education Endowment Fund Teaching and Learning Toolkit: Small Group Tuition (+4) Feedback (+8) Phonics (+4) Metacognition and Self-Regulation (+7) Digital Technology (+4)	1,2,3 £30,000

	<p>EEF Guidance Reports Improving Literacy (2021) and Mathematics (2022) at KS1 and KS2.</p> <p>Teaching and Learning Walkthrus Series – Tom Sherrington and Oliver Caviglioli – 2022</p> <p>EEF Making Best Use of Teaching Assistants 2021</p>	
Employment of a Pupils and Families Intervention Support Lead to delivery targeted behaviour support and SEMH intervention programmes.	<p>Targeted, precise and bespoke support for identified pupils with SEMH needs in order to improve their learning focus.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</p> <p>EEF Guidance Report Improving Behaviour in Schools 2021.</p>	<p>3,6</p> <p>£33,000</p>

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed Costings
Employment of an Attendance Officer x4 days per week.	High-quality, targeted intervention from an experienced Attendance Officer who actively tackles absence and provides appropriate support, and the implementation of sanctions for identified pupils and their families. The Attendance Officer actively promotes and champions good attendance in school and in the local community.	<p>5</p> <p>£35,000</p>

	Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4) EEF Supporting School Attendance 2024	
School-wide rewards and incentives to promote positive attendance.	Incentives and rewards are carefully considered to promote good attendance and improve attendance levels. These incentives celebrate good attendance and tackle poor attendance. Education Endowment Fund Teaching and Learning Toolkit: Parental Engagement (+3) Social and Emotional Learning (+4) EEF Guidance Report Improving Behaviour in Schools 2021. EEF Supporting School Attendance 2024	5 £1000
Place 2 Be Counselling Service x 2 days per week, + 0.5 day per week Parent Support Counsellor.	This comprehensive counselling package of support offers pupils the opportunity to access support for their mental health and emotional wellbeing. 1:1 counselling support is provided for identified pupils to address their social and emotional needs so that they can focus on their learning. Families and staff are also supported so that they can effectively meet the needs of their pupils/children. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers. Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)	7 £35,000

	<p>Metacognition and Self-Regulation (+7) Parental Engagement (+3)</p> <p>Place2Be Counselling demonstrates a higher level of impact compared to other services.</p> <p>P2Be Research Paper 'Longer-Term Effects of School-Based Counselling in UK Primary Schools' – 2021</p> <p>P2Be Research Paper, 'Place2Be's One-to-One Counselling Service in UK Primary Schools: An Updated Cost-Benefit Analysis - Rachel Gomez June 2022</p> <p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</p>	
<p>Crisis Response SLA support, including the Behaviour Intervention Team</p>	<p>Bespoke intervention support for identified pupils where a specialist programme is required to address specific behaviour issues linked to social, emotional and mental health. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, for example, improved academic performance, attitudes, behaviour and relationships with peers.</p> <p>Education Endowment Fund Social and Emotional Learning - Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4) Metacognition and Self-Regulation (+7)</p> <p>EEF Guidance Report Improving Behaviour in Schools 2021 EEF Guidance Report Improving Social and Emotional Learning in Primary Schools 2021</p>	<p>7</p> <p>Crisis Response Team SLA £6000</p>
<p>RRS Reaccreditation Award</p>	<p>This is a RRS reaccreditation Award which is pivotal to our RRS school status, ethos and values, positively</p>	<p>7</p>

	<p>impacting on our school and the wider community.</p> <p>Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)</p>	£2000
SMSC Reaccreditation Award	<p>This is a reaccreditation Award which serves to underpin our RRS school ethos and values, positively impacting on our school and the wider community.</p> <p>Teaching and Learning Toolkit: Behaviour Interventions (+3) Social and Emotional Learning (+4)</p>	7 £1000
Subsidised Breakfast Club Provision.	<p>DfE Magic Breakfast Funding to part-subsidise daily snacks for all pupils in our school so that they are enabled to focus on their learning instead of feeling hungry.</p>	7 £10 000
Primary Careers Development, including transport costs.	<p>These opportunities will support children to have high aspirations and expectations of themselves and will include a range of employee encounters with local business partnerships.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</p>	4 £500
Range of reading resources to promote positive reading behaviours e.g. Birthday Books, Reading Champion books.	<p>Targeted resources to celebrate reading and to promote our school culture of reading for enjoyment.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</p>	1,2,4 £500
Curriculum enrichment visits, for example, Diwali Workshops in Y3, Y4 Visits to a local secondary school Art Department, Y6 Robinwood subsidy for Y6 parents and transport costs to access these opportunities.	<p>To increase life experiences by providing access to a range of exciting and creative learning opportunities.</p> <p>Education Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4)</p>	4 £8,000
Additional resources to supplement Library non-fiction curriculum stock.	<p>A targeted range of non-fiction texts purchased to support the teaching of the National Curriculum range of subjects to reinforce the taught</p>	4 £1000

	knowledge and skills in the classroom.	
Employment of specialist French teacher to provide teaching expertise and to develop pupils' intercultural understanding.	To increase life experiences by providing access to a range of exciting and creative learning opportunities. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	4 £8,000
Curriculum resources to support learning, for example, subscription to Picture News, curriculum texts, PE resources, music resources, interactive panel board.	Targeted resources to support in-class and home learning so that pupils can revisit identified areas of learning. Education Endowment Fund Teaching and Learning Toolkit: Teacher Feedback (+8)	4 £13,000
The provision of workshops for parents in conjunction with the NHS to further reduce barriers to learning.	Workshops planned, promoted and implemented focusing on a range of barriers to learning both in school and in the wider community, for example, toilet training, speech and language, toothbrushing and healthy eating. Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4) Parental Engagement (+3) EEF Early Years Toolkit Ofsted The Best Start in Life Reviews Dr. Julian Grenier – Working with the Revised EYFS Principles into Practice	7 £500
To increase the participation of families in the recently established Parent and Toddler Group in conjunction with the NHS.	The number of attendees increases so that a greater number of families with toddler age children can benefit from school and NHS advice. Endowment Fund Teaching and Learning Toolkit: Social and Emotional Learning (+4) Parental Engagement (+3) EEF Early Years Toolkit	7 £500

	<u>Ofsted The Best Start in Life Reviews</u> <u>Dr. Julian Grenier – Working with the Revised EYFS Principles into Practice</u> <u>EEF Working with Parents to Support Children’s Learning 2021</u>	
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Total Budgeted Cost: £308,000

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Challenges 1, 2 and 3

Data Analysis for Reading, Writing and Maths demonstrates a whole school focus for the academic year 2024/2025, so that standards are in line with national expectations in RWM.

Outcomes 2023/2024

EKS2 Reading Expected Standard increased by +8%.
EKS2 Writing Expected Standard increased by +13%.
EKS2 Writing Greater Depth Standard increased by +5%.
EKS2 Maths Greater Depth Standard increased by +2%.
EKS2 GPS Expected Standard increased by +1%.
EKS2 GPS Greater Depth Standard increased by +5%.
EKS2 Science Expected Standard increased by +5%.

Outcomes - Disadvantaged Pupils

EKS2 RWM DP Expected Standard increased by +11%.
EKS2 Reading DP Expected Standard increased by +20%.
EKS2 Reading DP Greater Depth Standard increased by +3%.
EKS2 Writing DP Expected Standard increased by +19%.
EKS2 Writing DP Greater Depth Standard increased by +6%.
EKS2 Maths DP Expected Standard increased by +7%.
EKS2 Maths DP Greater Depth Standard increased by +6%.
EKS2 GPS DP Greater Depth Standard increased by +9%.
EKS2 Science DP Expected Standard increased by +9%.

Improved standardised moderation of pupils' writing amongst staff due to routine writing moderation Staff Meetings.

Vocabulary Development opportunities evident in pupils' books following work scrutinies.

English and Maths Network Meetings attended by English and Maths Leads and information shared with staff team and revisited in staff CPD. Staff now have an increased, updated awareness of developments in English and Maths.

Vocabulary displays in each classroom reflect key vocabulary from shared texts.

Wellcom Trust resources are used to identify specific areas for SALT focus and further development.

Attendance at DCC Moderation Meetings by Y2 and Y6 teachers. Y2 and Y6 staff who attended Moderation Meetings talked positively about their pupils' books and standards of these. This was corroborated by DCC staff.

Challenge 1, 2 and 3

Increased home reading from identified pupils – to continue to promote, monitor and evaluate.

Where pupils are not reading at home, teachers have contacted parents and encouraged to read at home. Additional reading support in class for identified children who are not reading regularly at home.

Home Reading Book system in place during pandemic where children attending school in Bubbles continue to access home reading scheme.

Pupil progress with their Home Reading is robustly analysed each half-term. The outcomes of this data analysis is shared with teachers who use this data to inform their provision and practice.

Significant staff CPD has been planned, delivered and evaluated for both teachers and TAs regarding standardised procedures for listening to children read in school. This will continue to be revisited in the current academic year.

Challenge 4

Significant opportunities have been provided for the development of the overall curriculum to ensure that Curriculum Overviews so that sticky knowledge is developed. Staff CPD has focused on, and continues to focus on, ensuring that children's experiences of curriculum knowledge and skills are meaningful and relevant.

Leaders continue to monitor curriculum subjects to ensure that the curriculum is specific and relevant to children's needs.

Subject Leads continue to access routine CPD from DCC and from external organisations.

Challenge 5

For the first time, overall attendance levels were above national and local averages in 2023/2024. This demonstrates the very positive impact of the Attendance Officer's work in school.

Ongoing monitoring of individual PA children to further improve attendance.

Attendance systems have been updated as appropriate in order to more effectively monitor pupil attendance across the school and as part of pupil groups.

School were successfully involved in the DCC Pilot Project for the improvement of attendance of pupils with a Social Worker. Resources were developed for this project for schools across the County.

Challenge 6

Positive impact evident from identified children accessing P2Be sessions. We know this because of Counsellor feedback to P2Be Lead, and feedback from parents to P2Be Lead.

Focus is currently underway in preparation for the reaccreditation of the RRS Gold Award in the Spring/Summer Term 2025.

Focus is currently underway in preparation for the reaccreditation of the SMSC Award in the Spring Term 2025.

Breakfast Club provision available for identified children who are in need of additional support.

All children in school access a free bagel each day.

Zones of Regulation continues to be embedded in classrooms. Children using the language of zones to describe their feelings and are able to self-regulate. Support to continue to be provided where necessary.

Challenge 7

Pupils in the EYFS have had opportunities to enrich their speech and language development, alongside significant modelling of quality speech and language role models to improve overall language within a personal and social context. Children are now able to articulate their needs and wishes and use respectful language in their classroom contexts. Opportunities have been specifically planned into the curriculum to develop this area of need.

Challenge 8

Pupils across school participated in planned school visits to enrich their curriculum and overall life experiences. For example, children in Y3 visited the Christmas Pantomime. This is an event which many children would not otherwise access. Curriculum visits took place to enrich the learning in school, alongside the overall access to cultural capital.

All Barriers

Action points revisited, discussed between HT and DHT, and points for future action identified from final report and incorporated into future planning and future Pupil Premium Strategy Statement.

Externally Provided Programmes

Programme	Provider
SMSC Quality Mark	Young Citizens UK
Rights Respecting Schools Gold Award	Unicef
Place 2 Be	Place2Be Counselling Service
Zones of Regulation	Leah Kuypers
Wellcom Trust Speech and Language Assessment and Resources	The Wellcom Trust
DfE Primary Careers Programme	North East Learning and Enterprise Partnership
Wellbeing Award for Schools	National Children's Bureau and Optimus Education