

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Whitehouse Primary School
Number of pupils in school	348 (311 exc. nursery)
Proportion (%) of pupil premium eligible pupils	19% (67 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Ms Jane Eyre
Pupil premium lead	Ms Jane Eyre/Mrs D. Cooper
Governor	Mrs Claire Kingston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,880
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 91,880</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitehouse Primary, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of an academic mentor for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through high quality teaching and pupil progress meetings.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped speech and language acquisition among many pupils including disadvantaged pupils. This is evident from Nursery through to KS2 (Key Stage 2).</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater <b>difficulties with phonics</b> than their peers. This negatively impacts their development as readers.</p> <p>Year 1: 8% of pupils are Disadvantaged - 3 pupils (0 boys and 3 girls).</p> <p>33% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 51%. National Disadvantaged is 71%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p>KS1: 20% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).</p> <p>50% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 28%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p>KS2: 26% of pupils are Disadvantaged - 14 pupils (10 boys and 4 girls).</p> <p>57% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
3	<p>Internal and external assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>KS1: 20% of pupils are Disadvantaged - 10 pupils (6 boys and 4 girls).</p> <p>40% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 39%. National Disadvantaged is 62%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p> <p>KS2: 26% of pupils are Disadvantaged - 14 pupils (10 boys and 4 girls).</p> <p>43% of Disadvantaged pupils achieved the expected standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 41%. National Disadvantaged is 67%. Disadvantaged pupils are below Disadvantaged pupils Nationally.</p>
4	<p>Our assessments (including SHEU survey), observations and discussions with pupils (and families) have identified 35% of our disadvantaged children suffer from <b>low esteem and/or have other social, emotional, mental health and behavioural issues</b>. These issues can have a detrimental effect and impact negatively on academic attainment and progress. Social and emotional issues for many pupils and a lack of enrichment opportunities during cost of living</p>

	<p>crisis. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>SHEU survey results highlight that <b>emotional health and wellbeing</b> amongst year 5 pupils (current year 6) scored lower than Stockton average scores on the Stirling Positive Emotional stage sub-scale and Stirling Children's wellbeing scale e.g. 35% (55%) of pupils said they have been thinking good things will happen in their life at least 'quite a lot of the time' over the past couple of weeks. 64% (77%) of boys and 71% (71%) of girls said they are happy with their life as a whole.</p> <p>About worrying, 37% (43%) of pupils said there is someone they can talk with about almost anything that worries them; 28% (27%) said there is usually no-one they can talk with. 91% (82%) of pupils responded that they worry about at least one of the issues listed 'quite a lot' or 'a lot'; 21% (25%) of boys and 47% (41%) of girls said they worry about more than 5 of the issues listed.</p> <p>Although one year group, this is a cohort with a high FSM (free school meals) demographic.</p>
5	<p>A high number of children (67%) who receive pupil premium funding have multiple vulnerabilities including additional and complex needs with regards to SEND (Special Educational Needs and Disabilities) (26%) and other factors such as child protection or child in need procedures.</p> <p>Referrals for support have markedly increased following the pandemic. 55 pupils (13 of whom are disadvantaged) currently require additional support with social and emotional needs, with 12 (7 of whom are disadvantaged) receiving small group interventions.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils (90-92%) has been between 2 - 5% lower than that for non-disadvantaged pupils.</p> <p>33% of disadvantaged pupils (19/57) have been 'persistently absent' compared to 67% of their peers (38/57) during that period. Although not a specific issue in comparison to non-disadvantaged peers, our assessments and observations indicate that absenteeism is still a contributing factor negatively impacting disadvantaged pupils' progress.</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.

Intended outcome	Success criteria
Pupils who have fallen behind in basic skills acquisition (magnified by the pandemic) receive high-quality targeted teaching and support to catch-up.	July 2023 data shows that the percentage of disadvantaged pupils achieving ARE and making good progress is increasing across all phases. The school is committed to this being reflected in statutory assessments across all phases so that the gap in achievement between disadvantaged and non-disadvantaged is narrowed.

<p>Pupils and families with identified social and/or emotional/mental health needs are well supported by school staff and Wellbeing and Pastoral Lead</p>	<p>Identified emotional/mental health needs have been removed and/or alleviated via access to appropriate support, pupils attend well and make progress in line with their peers.</p> <p>Pupil voice shows that children are happy and enjoying school.</p> <p>Parent surveys show that parents of disadvantaged pupils felt well supported by school.</p>
<p>Improved language (including speech), comprehension and reading skills for disadvantaged children from FS – year 3</p> <p>Reading attainment improves among disadvantaged children including reading more widely and for enjoyment.</p>	<p>Consistent approach to teaching phonics across EYFS (Early Years Foundation Stage), KS1 (Key Stage 1) and KS2 with the introduction of Little Wandle systematic phonics scheme.</p> <p>Increased accuracy of early identification and speed of SALT referrals and interventions.</p> <p>NELI (Nuffield Early Language Intervention) programme to have been successfully implemented in EYFS with positive impact.</p> <p>Modelling and consistent identification and use of standard English by staff and pupils is prevalent around school, in spoken language and children’s writing.</p> <p>Disadvantaged pupils read frequently with a greater understanding of comprehension, increased understanding of vocabulary and have access to a wider range of texts measured through pupil voice, reading journal responses, and reading records.</p> <p>Sustained improvement in standardised scores and reading ages Y1-Y6.</p> <p>Year 1 phonics target 2023 - 50%</p> <p>Year 2 reading target EXS 2023 - 40%</p> <p>Year 6 reading target EXS 2023 – 62+%</p>
<p>Gaps in maths knowledge and skills are overcome by consistently good quality teaching, catch up provision and intervention.</p>	<p>By July 2023, the % of children achieving maths ARE:</p> <p>Year 2 maths target EXS 2023 - 60%</p> <p>Year 6 maths target EXS 2023 – 60%</p>

	<p>Less than a 20% gap between disadvantaged children and non-disadvantaged in all year groups</p>
<p>To ensure a greater proportion of disadvantaged children are secure in ARE in CRWM to successfully access their next stage in learning.</p>	<p>55% of children achieve combined RWM at age related expectations</p> <p>75% of children achieve combined RWM 'on track'</p> <p>Less than a 20% gap between disadvantaged children and non-disadvantaged</p>
<p>Children can access the curriculum with barriers to learning minimised including improved fine motor and written skills for PP children in EYFS</p>	<p>Disadvantaged pupils can achieve in line with similar peers.</p> <p>Teachers and support staff plan exciting, memorable, and differentiated cross curricular learning experiences/ lessons/sessions that meet needs.</p> <p>Gross and fine motor development and writing skills are planned for explicitly in EYFS curriculum for disadvantaged children.</p>
<p>Disadvantaged children have similar opportunities and access to the school's curriculum and wider school life as their peers.</p>	<p>Disadvantaged children will be exposed to and invited to attend a wide range of social, cultural, enrichment and sporting experiences both within and outside of the school day.</p> <p>Data shows that disadvantaged children experience equity in relation to accessing all aspects of the school's curriculum.</p>
<p>All disadvantaged children will meet national expectations for attendance.</p>	<p>Disadvantaged children will match or exceed national attendance averages for non-disadvantaged pupils – 96+%, except those children with physical/medical complex needs who require frequent medical appointments/hospitalisation.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD (Continued Professional Development), recruitment and retention)

Budgeted cost: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD</b> Staff release for good practice training within and across schools</p> <p>The purchase of phonically decodable reading books for every phase.</p> <p>Release of staff to set up the fully resourced phonics and reading packs</p> <p>Timetabling of vertical phonics' groups with a smaller child to adult ratio.</p>	<p><b>Effectively implement a systematic phonics programme   EEF (Education Endowment Foundation)</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p>Consider the following when teaching a phonics programme:</p> <ul style="list-style-type: none"> <li>• Training—ensure all staff have the necessary pedagogical skills and content knowledge</li> </ul>	<p>2</p>
<p><b>CPD</b> for all staff on language development and vocabulary.</p>	<p><b>Improving Literacy in Key Stage 1   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship</p>	<p>1</p>

	skills and problem solving are developed, as well as knowledge.	
<p><b>Curriculum</b></p> <p>Introduction of a new English and reading curriculum with a focus on quality texts including structured whole class guided reading to aid with the development of language, vocabulary, and comprehension.</p> <p>Introduction and training of reading Plus across KS2</p> <p>Set up a new 'reading for pleasure' and non-fiction library.</p> <p>Set up and broaden the range of 'real books' accessible to children within the school 'book banded reading scheme'.</p>	<p><b>Improving Literacy in Key Stage 1   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p> <p>Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p><b>Improving Literacy in Key Stage 2   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Support pupils to develop fluent reading capabilities. Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p><b>Teach pupils to use strategies for developing and monitoring their reading comprehension</b></p> <p>Reading comprehension can be improved by teaching pupils specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include: prediction; questioning; clarifying; summarising; activating prior knowledge.</p>	1, 2
<p><b>Curriculum and timetabling</b></p> <p>Introduction and purchase of Cornerstones and Kapow curriculum for science and the foundation subjects to widen cultural capital through quality first teaching, as well as a timetable review to ensure there is equity and access for all</p>		



classes and groups of learners.		
Developing independence and early writing across EYFS via daily planned opportunities/activities for gross and fine motor skills development including dough disco, squiggle as you wiggle and specific sessions to aid development of correct letter formation.	<p><b>The importance of physical development</b></p> <p><a href="https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills">https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills</a></p> <p>Why fine motor skills are important. Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue, and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.</p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p><b>Preparing for Literacy in the Early Years   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Developing children’s capability to write... Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children’s handwriting and provide additional support, as necessary.</p>	1, 2
<p><b>CPD:</b></p> <p>The use of modelling the ‘thinking voice’ more explicitly in lessons to develop metacognition and self-regulation.</p> <p>Training for the direct teaching of a meta-reflective approach to learning through a planned curriculum. This is underpinned by a new marking and feedback policy.</p>	<p><b>Metacognition and self-regulation   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting, and developing metacognitive talk related to lesson objectives.</p>	1,2,3,4
<p><b>CPD:</b></p> <p>Training and implementation of a new maths scheme (‘Power maths’) to enable a mastery</p>	<p><b>Improving Mathematics in the Early Years and Key Stage 1   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	3

<p>approach across school.</p>	<p><b>Develop practitioners' understanding of how children learn mathematics</b></p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.</p> <p><b>Improving Mathematics in Key Stages 2 and 3   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p>	
<p>Additional staff deployed in KS1 and KS2 to support targeted individuals including the use of an Academic Mentor.</p> <p><b>CPD</b> and training for subject leads and TA's for  1stclass@number;  2<sup>nd</sup>class@number;  STAR reading project with Durham university</p>	<p><b>Use high quality targeted support to help all children learn / Use structured interventions to provide additional support.</b></p> <p><b>Improving Mathematics in the Early Years and Key Stage 1   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>High quality, targeted support can provide effective extra support for children.</p> <p>Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p><b>Improving Literacy in Key Stage 1   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p><b>Improving Mathematics in Key Stages 2 and 3   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Interventions should start early, be evidence-based, and be carefully planned.</p>	<p>1, 2, 3,</p>

	<p>Interventions should include explicit and systematic instruction.</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p><b>Improving Literacy in Key Stage 2   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty</p>	
<p><b>CPD and release time</b> for teachers and TA's to meet the needs of our vulnerable children including: PACE training (trauma informed approach to behaviour and regulation); Zones of regulation, lego therapy, counselling and emotional/mental health programmes.</p>	<p><b>EEF SEN research</b> – 'build an ongoing holistic understanding of your pupils and their needs'.</p> <p><b>Teach SEL skills explicitly</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.</p> <p><b>Know and understand your pupils and their influences</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p>Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</p>	<p>4, 5</p>
<p>Implementation of a new marking and feedback policy to develop high quality teacher instruction, metacognition and impactful teacher feedback.</p>	<p><b>Teacher Feedback to Improve Pupil Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning</p>	<p>5</p>

	<p>intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</p> <p><b>Metacognition and Self-regulated Learning</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><b>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</b></p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning.</p>	
<p><b>CPD and training:</b>  Enhancement of the current use of IT in the classroom</p> <p>Purchase of iPads to facilitate Reading Plus and retrieval practice.</p>	<p><b>Using Digital Technology to Improve Learning   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Technology can be engaging and motivating for pupils. Some forms of technology can also enable teachers to adapt practice effectively.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching.</p>	2

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: **£21,575**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Employment of an Academic Mentor for one-to-one and small group structured interventions.</p>	<p><b>Use structured interventions to provide additional support.</b></p> <p><b>One to one tuition</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	<p>2, 3,</p>
<p>Continue to provide structured, same day interventions delivered by teachers and teaching assistants (including 1<sup>st</sup> and 2<sup>nd</sup> class@number; inference; STAR reading) and precision teach for spelling, maths, phonics, handwriting and reading across KS1 and KS2 in the classroom to target gaps in learning identified from daily formative and weekly/termly summative assessments.</p>	<p><b>Making Best Use of Teaching Assistants</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. This has the effect of separating pupils from the classroom, their teacher and their peers. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.</p> <p><b>Small group tuition   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>2, 3, 4, 5</p>
<p>Booster classes for Y6 in Spring Term</p>	<p><b>Small group tuition   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted</p>	<p>2, 3, 4, 5</p>

	at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small group tuition has an average impact of four months' additional progress over the course of a year.	
Use of the NELI programme for targeted children in EYFS  Speech and Language Therapy delivered by staff and external services to identified pupils.	<b>Improving Literacy in Key Stage 1   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> Language provides the foundation of thinking and learning and should be prioritised. Adults have a vital role to play in modelling effective language and communication. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1
Employ a swimming teacher for Year 1 swimming lessons to develop water confidence, awareness and wellbeing. 22-23	<b>Working with pupils and parents and improving social and emotional wellbeing</b> Seek ideas and support from staff and pupils in how the school environment can be improved. Development of life-skills, communication and social skills.	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,500 + £5000 (Rocksteady music) = £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Set up of a <b>reading for pleasure lending library</b>  Every year group has access after school with parents once week.  Regular visits (monthly) and engagement with the Stockton schools' mobile library.	<b>Reading for pleasure   EEF</b> <a href="https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects">https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects</a> There is some research evidence which suggests that reading for pleasure is <b>important</b> for both personal and academic development. This is supported in The Reading Framework by DfE (Department for Education) 2021 and underlined in 2012 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a>	2
STEAM Education challenges – real world solutions plus careers focus and links with local organisations and businesses.	<b>STEAM Education: Everything You Need to Know   EducatingEngineers.com</b> One of the hallmarks of STEAM education is integrating multiple standards or concepts together to help students learn how to make connections.	2, 3, 4, 5

<p>Improvement of the EYFS outdoor and indoor environment and resources to develop designated areas to improve communication and independent learning skills.</p>	<p><b>Preparing for Literacy</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>  <b>Prioritise the development of communication and language</b>  Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication. Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.</p>	<p>1, 2, 3</p>
<p>Wellbeing, social, emotional, and active learning approaches to be planned and embedded into the school day and across the curriculum, including a wellbeing survey for pupil voice.</p>	<p><b>Improving Social and Emotional Learning in Primary Schools   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.  Self-awareness: expand children’s emotional vocabulary and support them to express emotions.  Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.  Social awareness: use stories to discuss others’ emotions and perspectives.  Relationship skills: role play good communication and listening skills.  Responsible decision-making: teach and practise problem solving strategies.  Establish schoolwide norms, expectations and routines that support children’s social and emotional development  Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.  Seek ideas and support from staff and pupils in how the school environment can be improved.</p>	<p>4,5</p>
<p>Supporting Pupils Mental Health and Wellbeing – access to 1 to 1 and group Therapy via trained staff or external services.  Employ wellbeing and pastoral lead providing 1 to 1 / groups support, mentoring and wellbeing interventions, including support for parents.  Include whole school PACE, growth mindset and meta-reflective professional development to continue to strengthen the whole school ethos and culture</p>		
<p>Provide enrichment activities through memorable experiences in the curriculum and regular trips/visitors to motivate, engage and enhance learning with contribution from PP funding</p>		
<p>Provide Extra curriculum Enrichment: prioritising &amp; encouraging access for PP children for after school clubs with contribution from PP funding.</p>		

<p>Wellbeing and pastoral lead's enrolment and training as a Mental Health Champion to support children with anxiety using the eat big elephants approach</p>	<p><b>Improving Social and Emotional Learning in Primary Schools   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  Self-awareness: expand children's emotional vocabulary and support them to express emotions.  Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p>	<p>4, 5</p>
<p>Wellbeing and pastoral lead to support vulnerable children and families in crisis with access to early help involvement and supportive TAC meetings.</p>		
<p>School involvement with the Trailblazer project - therapeutic support for children using some internal qualified staff in Lego therapy, counselling and some external agencies e.g. Alliance; The Bungalow Project; CAMHS</p>		
<p>A wider variety of after school clubs run each term covering aspects of sport, music, and creative arts development.</p>	<p><b>Working with parents</b>  <b>Feedback from parent survey:</b> parents expressed support for a wider variety of after school clubs</p> <p><b>Teaching and Learning Toolkit   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <b>Arts participation and Physical activity</b>  Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.  There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.  By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p>1, 4, 5</p>
<p>Extended before and after school provision with contribution from PP funding.</p>	<p><b>Feedback from parent survey:</b> parents expressed the need for an extension of hours to the breakfast and tea-time club to fit more easily around working hours. Breakfast club now starts at 7.30am and tea-time club now closes at 5.30pm</p>	<p>3,4,6</p>
<p>Continue to improve attendance for all groups with the introduction of an attendance award - to ensure all pupils are in school and have the best opportunities possible to</p>	<p><b>Improving school attendance: support for schools and local authorities - GOV.UK</b>  (<a href="http://www.gov.uk">www.gov.uk</a>) Build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance.  Coordinate strategies and services to ensure that</p>	<p>6</p>



make at least good progress in all areas of learning. This is supported by our Welfare and Pastoral lead.	messages on attendance are consistent and that information is shared appropriately.	
School uniform and PE Kits provided for parents in financial hardship.	<b>School uniform   EEF</b> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.	4
Winning team treats each half term to motivate and reinforce growth mindset and team learning behaviours with a contribution from PP funding.	<b>Improving Social and Emotional Learning in Primary Schools   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Model the social and emotional behaviours you want children to adopt. Give specific and focused praise when children display SEL (Social and Emotional Learning) skills.  <b>Learning behaviours</b> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a> Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 2, 3, 4,,5,
Introduction of Rock-Steady Music to support pupils cognitive and non-cognitive outcomes.	<b>Impact of arts education on the cognitive and non-cognitive outcomes of school-aged children</b> <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Arts_Education_Review.pdf?v=1700564892">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Arts_Education_Review.pdf?v=1700564892</a> Integrating music in the curriculum and playing an instrument hold the most promise. A range of positive outcomes was reported. Integrating music in the curriculum has consistently shown to have positive effects on reading.	1, 3, 5, 6

**Total budgeted cost: £60,000 + £21,575 + £15,500 = £97,075**

## 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 2023-2024 academic year.

In our pupil premium strategy 2023/24 we aimed to address barriers to learning affecting (but not limited to) our disadvantaged pupils in the following areas:

- low self-esteem, mental health and anxiety returning to school following a pandemic
- gaps in learning as a result of a period of learning from home during 20/21 in maths and reading
- lack of social skills and readiness for learning with our EYFS/KS1 children due to isolation and inability to attend social settings 2020/21
- difficulties with phonics and reading
- closing equality gaps and supporting families in crisis

In order to achieve this, we identified the following as key support:

- quality first teaching
- the Power Maths scheme being fully embedded and the introduction of a small steps arithmetic programme which has improved arithmetic assessment outcomes
- same day maths intervention to ensure that learning opportunities are maximised
- introduction of Little Wandle Rapid Catch-up phonics programme for KS2 children ensuring that gaps in phonological awareness are addressed
- Rocksteady – providing all PP pupils with the opportunities to perform in a rock band and raise their confidence, self-esteem and
- increased use of low-stakes quizzes to ensure that pupils remember more
- attendance and wellbeing scheme designed to primarily (but not limited to) improve the attendance of PP boys
- pastoral and wellbeing lead supports multiple families in identifying need and accessing the required support

In addition to pupils benefiting from exciting and varied teaching and learning experiences, pupils have enjoyed a range of cultural and enrichment experiences within and outside the school day. These experiences have included:

- a cultural visit for Key Stage One pupils to Raby Castle
- a cultural visit for Year 4 pupils to The Dorman Museum
- a recreational for EYFS pupils visit to Preston Park
- an educational for EYFS pupils visit to Newham Grange Farm
- an educational for EYFS pupils visit to Sainsbury's supermarket

- a recreational visit for Year 6 pupils to the Cinema
- an educational visit for Year 2 children to Wynyard Woods
- a theatre production visit for Year 5 pupils to Our Lady and St Bede
- a 3-day residential for Year 4 pupils to Carlton Outdoor Education Centre
- a 5-day residential for Year 6 pupils to London

Such experiences have served to broaden pupils' opportunities to engage with nature, culture and enhanced educational experiences.

### **The impact was:**

**2024 EYFS outcomes:** The percentage of pupils achieving a good level of development (GLD) was 74% compared to 67% nationally. The focus on the provision and learning environment within EYFS has been a focus of the PP strategy for 2022 – 2025 to ensure we are in-line with or above national expectations. 43% of disadvantaged pupils achieved the GLD.

**2024 Y1 Phonics outcomes:** There was an introduction of a new systematic phonics scheme in 21/22; This scheme is now fully implemented following extensive staff CPD and monitoring. Half termly assessment and the introduction of a phonics Rapid Catch-up intervention has had an impact on pupils in other year groups.

The percentage of pupils achieving the expected standard is 78%. Overall this cohort is slightly below the National Average (80%).

School disadvantaged vs National 'other' (Not disadvantaged). 31% of pupils are disadvantaged – 11 pupils (5 boys and 6 girls). 73% of disadvantaged pupils achieved the standard compared with 83% of 'other' pupils nationally. Therefore, there is an attainment gap of 10% (narrowing the gap by 12% against 2023) National disadvantaged is 67%. Disadvantaged pupils' performance above that of disadvantaged pupils nationally but still below 'Other' pupils nationally. Over the last 3 years, 64% of disadvantaged pupils (14/22) have achieved the expected standard.

Year-on-year, this represents a 12% closing of the gap. With the scheme now embedded, and further focus on phonics and structured reading interventions in the PP strategy for 2022 – 2025, we aspire to close the disadvantaged gap further.

**2024 Multiplication Tables Check (Year 4):** The percentage of pupils achieving full marks (25/25) in the Year Four Multiplication Tables Check is 28%. The percentage of disadvantaged pupils achieving full marks (25/25) in the Year Four Multiplication Tables Check is 43%. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Check is 19.5 (out of 25).

**2024 KS1 Reading outcomes:** School Disadvantaged vs National 'Other' (Not Disadvantaged) 20% of pupils were Disadvantaged – 9 pupils (4 boys and 5 girls).

67% of Disadvantaged pupils achieved the expected standard compared to 72% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 5%. National Disadvantaged is 51%. The performance of Disadvantaged pupils in school is below that of 'other' pupils nationally and + 16% of disadvantaged pupils nationally.

**2024 KS2 Reading outcomes:** School Disadvantaged vs National 'Other' (Not Disadvantaged) 16% of pupils are Disadvantaged - 9 pupils (7boys and 2 girls).

89% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. Therefore, there is an achievement gap of +9%. National Disadvantaged is 64%. Disadvantaged pupils' performance is similar or better than Disadvantaged pupils Nationally with an achievement gap of +25%.

Year-on-year this represents a 24% closing of the gap as a result of quality first teaching, targeted support, rapid catch-up interventions and a more varied diet of reading opportunities across the year group.

**2024 KS1 Maths outcomes:** School Disadvantaged vs National 'Other' (Not Disadvantaged) 20% of pupils are Disadvantaged – 9 pupils (4 boys and 5 girls).

56% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 17%. National Disadvantaged is 52%. The performance of Disadvantaged pupils in school is better than disadvantaged pupils nationally and similar below that of 'other' pupils Nationally.

**2024 KS2 Maths outcomes:** School Disadvantaged vs National 'Other' (Not Disadvantaged) 16% of pupils are Disadvantaged - 9 pupils (7 boys and 2 girls).

89% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. Therefore, there is an achievement gap of +8%. National Disadvantaged is 64%. Disadvantaged pupils are significantly above that of Disadvantaged pupils Nationally.

Pupil Premium attendance for the academic year 2024 – 2025 is slightly above that of 'all' pupils in school.

It is evident that outcomes for disadvantaged pupils at KS2 are significantly above those at KS1. The focus for the final year of the 2022-2025 strategy will be on maintaining standards at KS2 in reading and mathematics and improving outcomes for the significant number of Disadvantaged pupils at KS1.

To support with further development in the 2024 -2025 academic year, and in addition to the above, we will:

- create further opportunities for outdoor experiential learning for all pupils through the introduction of Forest Schools in the academic year 2024 -2025

- introduce a programme of mathematics and reading interventions into KS1 and LKS2
- enhanced reading provision in KS1
- continue to prioritise the monitoring of Disadvantaged pupils through professional discussions during Pupil Progress Meetings
- SLT continue to monitor the progress of Disadvantaged pupils compared to non-disadvantaged pupils at internal and statutory data points.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Lexia	Cambium Learning Group
TT Rockstars	Maths Circle Ltd
Reading Plus	DreamBox Learning Ltd
Little Wandle Letters and Sounds	Little Wandle Letters and Sounds
Rocksteady Music	Rocksteady Music School
Power Maths	Pearson Education