

# Shotley Bridge Primary School



Shotley Bridge

Pre-School

Pupil Premium Strategy

Three Year Plan

2022/2025

# Shotley Bridge Pupil premium Strategy Statement 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Shotley Bridge Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	10%
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 2024
Date on which it will be reviewed	March 2025 July 2025
Statement authorised by	Mr D Grimes (Chair)
Pupil premium lead	Mrs V. Atkinson (Headteacher)
Governor / Trustee lead	Mr D. Grimes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,880
Recovery premium funding allocation this academic year	£1,341.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,221.25

# Part A: Pupil premium strategy plan

## Statement of intent

At Shotley Bridge Primary School, we believe that all children have the right to reach their true potential and we strive to remove barriers that enable this to be possible. Our children develop skills to become active members of school, community and society. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for all pupils, and this is linked to the desired outcomes.

We aim to provide a consistently high quality of teaching and learning across school and we believe that teaching and learning opportunities should meet the needs of all children. We aim for a consistent approach across the school and prioritise high quality CPD for all staff, including that which has a focus on addressing the more complex needs of individual children. We ensure that every child has opportunities to participate in wider enrichment activities to improve their confidence, readiness to learn, attendance and their well-being.

Our aim is that all pupils, including our Pupil Premium children, make good and accelerated progress across the curriculum, so their attainment is more in line with their peers. Where possible, we use same-day opportunities to close gaps in lessons through live marking and feedback. We ensure that appropriate provision is made through effective assessment of needs and targeted groups. Where appropriate, these children benefit from individual group support which best suit their needs.

The approaches we have adopted complement each other to help pupils excel. The strategy plan is not an exhaustive list, and strategies may change and develop based on the needs of individuals. We recognise that in our setting, not all socially disadvantaged pupils are registered or qualify for free school meals. We also recognise that not all children who receive free school meals are socially disadvantaged. We will therefore allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable, including those with a social worker or young carer.

To ensure our strategies are effective, we will:

- Ensure disadvantaged pupils are appropriately challenged in their learning
- Intervene early when an area for development is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations in relation to their achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and dialogue with pupils and families show that emotional resilience is low in some pupils across school and in particular, children eligible for Pupil Premium. These challenges particularly affect disadvantaged pupils and this is evident in their attainment.
2	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in reading.
3	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in maths.
4	Data at the end of KS1 and KS2 shows some disadvantaged pupils do not perform as well as their non-disadvantaged peers in writing.
5	Observations and dialogue with pupils highlight that pupils eligible for Pupil Premium do not experience as many enriching opportunities compared to our non-disadvantaged children. This impacts on the wealth of knowledge they have to draw on to access many aspects of the curriculum.
6	A number of pupils who are eligible for Pupil Premium funding do not enter Early Years at age related expectations when it comes to speech and language.

## 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 eligible for Pupil Premium in Early Years make rapid progress in all areas to meet national standards.	<u>A high</u> proportion of children achieve a GLD in 2024- in line with school's 2023 results or above. Pupils eligible for Pupil Premium funding progress to be in-line with non-disadvantaged peers.
Phonic knowledge will become increasingly secure by the end of Year 1 and this will lead to increased fluency in reading across KS1 and KS2.	CPD develops teacher knowledge of phonics and consistency in teaching is observed. Pupils will make rapid progress in acquiring basic phonic knowledge and be able to apply this to their reading so that reading becomes fluent across the key stages. Teacher assessments will identify pupils who require

	intervention. 1:1 or small group interventions will focus on addressing gaps in phonic knowledge.
Percentage of Pupil Premium children achieving expected standard in reading, writing and maths will be in-line with their non-disadvantaged peers.	Quality first teaching supports all children to make accelerated progress. Targeted groups are offered additional support within lessons, through accessing catch-up intervention and through pre teach sessions. This will close the gap between disadvantaged and non-disadvantaged pupils.
Teachers will strengthen memory of key concepts by using effective strategies to support the learning and retention of key facts across foundation subjects. Pupils will know more, use what they know and remember more.	CPD develops teacher knowledge of cognitive science. A strategically selected group of teachers will continue to work together to develop the foundation curriculum. Classroom visits will show pupils' cognitive load is managed well and strategies are in place to strengthen memory of key concepts in all subjects. Assessment will show retention and use of basic facts.
Funding promotes equality of opportunity and provides a range of enrichment activities to all.	Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class and enhance pupils' cultural capital. These experiences promote understanding of the wider world, build aspirations, promote confidence and self-esteem. Pupils eligible for Pupil Premium funding engage and participate in the school's rich extra-curricular offer. Pupil voice shows pupils have a greater understanding of the world and their place within it.
Pupils will achieve and sustain improved wellbeing and develop emotional resilience.	Pupils' self-esteem and emotional resilience is improved and they are more able to access the curriculum and make accelerated progress. Pupils in receipt of Pupil Premium funding make at least expected progress or exceed their targets in reading, writing and maths.

## 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, recruitment and retention)

Budgeted cost: £23,610.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high-quality staff CPD is delivered in a range of curriculum areas.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, twilight training sessions and INSET days.</p> <p>EEF Guide to the PP - “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published today by the Education Endowment Foundation (EEF).</p>	<p>1, 2, 3, 4, 5</p>
<p>Ensure all children receive good/outstanding quality first teaching and access quality feedback to enable progress.</p>	<p>“Providing feedback is a well-evidenced intervention and has high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.” (EEF)</p>	<p>1, 2, 3, 4, 6</p>
<p>Redeployment of an existing HLTA to work with small groups and 1:1.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress. (EEF)</p>	<p>1, 2, 3, 4, 5</p>
<p>CPD – Development of our reading curriculum to</p>	<p>EEF claim that evidence has consistently highlighted that both decoding (the ability to translate written words into the spoken the</p>	<p>1, 2</p>

<p>support reading fluency from Y2.</p> <p>DHT/English Leads attending training throughout the year.</p> <p>DHT/English Leads delivering CPD to staff in school throughout the year.</p> <p>DHTs to develop another member of staff to deliver CPD/support staff around phonics.</p>	<p>sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>EEF evidence states that when teaching many pupils “they need to be taught explicitly and consistently” and that “It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.”</p>	
<p>Embed a consistent approach to teaching phonics.</p>	<p>The Little Wandle approach has a strong evidence base that indicates a positive impact on the accuracy of word reading and reading fluency through their lesson plans.</p> <p>The Little Wandle catch-up intervention programme ensures that no child is left behind.</p> <p>EEF claim that phonic approaches have a strong evidence base to have a positive impact in the development of early reading in pupils, particularly from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>
<p>Embed a consistent approach to teaching maths to improve fluency, reasoning and problem solving, which will improve progress/attainment at the end of KS2.</p> <p>Staff CPD delivered by leads around problem solving activities/worked examples (following research/trials)</p>	<p>On average, mastery learning approaches are effective, leading to 5 months progress. (EEF)</p> <p>School leaders should focus on the key mechanisms of effective professional development – such as goal setting, feedback or revisiting prior learning – when selecting or designing new training for teaching staff, according to a new guidance report published by the Education Endowment Foundation (EEF).</p>	<p>1, 3, 6</p>

<p>Staff CPD delivered by leads to all staff around lesson structure including key vocabulary, counting and modelling.</p> <p>Y6 teachers to teach mastery lessons following Maths No Problem Programme (continuing from Y5) so school can assess impact at the end of a two-year period.</p>		
<p>Implementation of diagnostic assessment materials to identify baselines and progress eg. Little Wandle, NFER materials</p> <p>Staff training to use diagnostic assessment materials effectively and consistently to support moderation/teacher assessment.</p>	<p>Diagnostic assessment materials can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction.</p> <p>(Standardised tests, Assessing and Monitoring Pupil progress)</p>	2, 3
<p>Ensure the foundation curriculum is designed in a way that ensures children know, use and remember more by subject leaders continuing to build upon two year's work with the school Leadership Advisor.</p> <p>Provide opportunities for subject leaders to have quality time to ensure the subject they lead is progressive and that knowledge and skills link together across year groups.</p>	<p>Learning happens when pupils make sense of ideas in relation to what they already know. When we talk about knowledge in the long-term memory, we often refer to this as Sticky learning. Sticky learning is effectively the knowledge that stays with us forever. (Kirschner, Sweller and Clarke, 2006)</p> <p>Teaching approaches that ensure long term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial (EEF).</p>	1, 5



<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Build staff and pupil resilience by accessing Durham's resilience programme/project.</p> <p>Wellbeing strand woven into PSHE curriculum.</p> <p>Increase staff and pupil wellbeing through access to school therapy dog.</p> <p>Nurture Hub (opened in September 2024) will create opportunities for targeted support.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (EEF)</p> <p>There is much evidence to support (EEF) that associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Therapy Dogs Nationwide - Attending school once a week can raise not only the reading standard of the children but help with their self-confidence and behaviour, and with their social and emotional welfare too.</p>	<p>1</p>
<p>Opportunities for children to engage in planned dialogic/oral activities across the whole curriculum. The reason behind this is to support pupils to articulate key ideas, engage in meaningful dialogue, consolidate understanding and extend vocabulary.</p> <p>Lego Therapy/Social Story interventions to encourage improving communication skills.</p>	<p>There is strong evidence (EEF) that suggests oral language interventions and high-quality classroom discussions are inexpensive to implement but also have high impact.</p> <p>EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	<p>1, 6</p>
<p>High quality marking and feedback embedded and monitored to support and challenge learning for</p>	<p>DISS project highlights the importance of support staff working with children of all abilities and not becoming depended on by lower attaining pupils. It also shows the importance of access to quality first</p>	<p>1, 2, 3, 4</p>

<p>both teachers and support staff.</p> <p>Use your head challenges/hashtags introduced to challenge higher attaining children including those who are disadvantaged.</p>	<p>teaching from the class teacher for all pupils.</p> <p>The effectiveness of live marking is shown in the flying high partnership 'reducing teacher workload' review – gov.uk</p>	
<p>EYFS staff (including newly appointed pre-school staff) to access training facilitated by DCC to support development of the environment in line with EYFS curriculum and the needs of the children in our context.</p> <p>Newly appointed EYFS lead along with the newly appointed pre-school teacher receive half termly support from Northern Lights Early Years Stronger Practice Hub to support development of planning and the environment in line with EYFS curriculum and the needs of the children in our context.</p>	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds. They also include approaches more directly aimed at developing thinking and understanding through language, such as sustained, shared thinking or guided interaction. Approaches usually involve an early years professional, nursery teacher or teaching assistant, who has been trained in the approach, working with a small group of children or individually to develop spoken language skills. EEF – Communication and Language approaches.</p>	6

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

Budgeted cost: £11,805.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics interventions within a small group following on from Little Wandle assessments where children have not retained new sounds.</p> <p>Y2/3/4 children to access additional phonics teaching where necessary.</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months)</p> <p>EEF trials have shown how, when staff are properly trained and supported, teaching assistants working in structured ways with small groups can have a positive impact on pupils' progress.</p>	1, 2, 4, 6
<p>Catch-up intervention/pre teach in small groups following on from lessons so that all children are able to have access to additional support to help them achieve across the curriculum.</p>	<p>Interventions that follow format similar to school teaching. EEF indicates high impact on children's learning.</p>	1, 2, 3, 4
<p>Targeted children from Y1-Y6 access more opportunities to read throughout the school day/week - to a member of staff/reading volunteer.</p>	<p>EEF – small group tuition</p> <p>The average impact of the small group tuition is four additional months progress, on average, over the course of a year.</p>	1, 2
<p>Access to online resources to support children's learning at home:</p>	<p>EEF indicates moderate impact for digital technology (+4 months)</p>	2, 3, 6

<ol style="list-style-type: none"> <li>1. Times Table Rockstars</li> <li>2. Numbots</li> <li>3. Spelling Shed</li> <li>4. Purple Mash</li> </ol>		
<p>SENDCo not attached to a class full time to oversee targeted support for children with emerging needs including those from disadvantaged backgrounds.</p> <p>Use of website, social media, newsletters and increased communication with parents to raise the profile of SEN provision and create stronger links with parents.</p> <p>Nurture Hub (opened in September 2024) has created opportunities for targeted support for those with SEN.</p>	<p>Early intervention is key to success – DFE. Time to ensure this is coordinated, targeted and successful will allow the SENCO to build a picture of provision across EYFS KS1 and KS2, evaluate, review and adapt practice to ensure the best possible outcomes for all children with SEN.</p>	<p>1,2,3,4,5,6</p>
<p>Specialist music teachers employed to raise level of cultural capital for all pupils, including those in receipt of pupil premium funding.</p>	<p>Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment.</p> <p>In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.</p>	<p>1,5</p>

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

Budgeted cost: £11,805.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Screen all children in pre-school for speech sound understanding using Early Talk Boost.</p> <p>Screen all children in reception for speech sound understanding using Speech Link.</p> <p>Targeted children assessed using language understanding software.</p>	<p>The EEF state 'Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation.' Using an early screening tool allows us to assess the language skills of children and to target individuals.</p>	<p>6</p>
<p>Ensure training around trauma informed teaching is consistently used across school for targeted individuals.</p>	<p>Evidence shows the impact of trauma on the brain and the importance of a trauma informed approach in schools to support children who have experience trauma can be seen in the research cited by the TISUK.</p>	<p>1</p>
<p>Development of Cultural Capital - a wide variety of enriching activities and experience for children (offered free to PP children).</p> <p>- Observe the enrichment across whole school curriculum.</p> <p>- Ensure a variety of extra-curricular activities across the</p>	<p>Research by the EEF suggests that enrichment of the curriculum can have a direct link to attainment.</p> <p>EEF indicates moderate impact for social and emotional interventions (+4months)</p> <p>In SBPS, we have observed how access to enrichment activities can support the self-esteem and social skills of pupils.</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>year in addition to wrap around care.</p> <ul style="list-style-type: none"> <li>- Opportunities for residentials and field trips.</li> </ul>		
<p>Provide opportunities for increased parental engagement:</p> <ul style="list-style-type: none"> <li>- Parents evenings</li> <li>- Regular texts and emails</li> <li>- Parent workshops</li> <li>- Use of Facebook, school website and monthly newsletter</li> <li>- Invite parents into school for class assemblies</li> <li>- Invite parents into school to support with enhancing the curriculum</li> <li>- Invite parents into school to develop spaces for OPAL.</li> <li>- Invite parents to provide resources for OPAL.</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF).</p> <p>There is some evidence that personalised messages linked to learning can promote positive interactions (EEF).</p> <p>Parental engagement strategies are typically more effective with parents of very young children (EEF).</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Pupil Wellbeing lead to hold attendance TAF meetings for identified families.</p>	<p>Attendance Matters</p> <p>It is important to set the highest expectations of pupil attendance and parental support for it in school policies, and to make these explicit to parents before admission and at regular intervals thereafter.</p>	<p>1</p>
<p>Targeted behaviour and emotional wellbeing support through the behaviour intervention team and the mental health</p>	<p>Early intervention is key to success – DFE.</p> <p>Studies show that joy, hope, and pride positively correlate with students' academic self-efficacy, academic interest and effort, and</p>	<p>1, 2, 3, 4</p>

<p>support team Piece of Mind. Year groups targeted for emotional resilience support from the mental health support team.</p>	<p>overall achievement (Pekrun et al., 2004)</p>	
<p>Pupil Wellbeing Lead accessible for all pupils.  Increase staff and pupil wellbeing through access to school therapy dog.</p>	<p>Public Health – Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</p> <p>BACP: School Counselling for All Nearly 80,000 children and young people in Great Britain are seriously depressed and around three children in every class in the UK have a diagnosable mental health condition.</p> <p>Therapy Dogs Nationwide - Attending school once a week can raise not only the reading standard of the children but help with their self-confidence and behaviour, and with their social and emotional welfare too.</p>	<p>1</p>

**Total budgeted cost: £47,221.25**

## 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 2022 to 2023 academic year.

% of children working at or above Age Related Expectations

Reading – Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	71%	57%	74%	-17%
Year 2	75%	71%	75%	-4%
Year 3	75%	57%	77%	-20%
Year 4	78%	33%	82%	-49%
Year 5	53%	43%	59%	-16%
Year 6	77%	67%	78%	-11%

Reading – Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	83%	50%	85%	-35%
Year 2	72%	66%	49%	-17%
Year 3	78%	83%	77%	-6%
Year 4	75%	67%	77%	-10%
Year 5	78%	100%	75%	+25%
Year 6	83%	33%	93%	-60%



Writing - Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	71%	57%	74%	-27%
Year 2	70%	71%	70%	+1%
Year 3	65%	43%	70%	-27%
Year 4	60%	0%	66%	-66%
Year 5	42%	29%	45%	-17%
Year 6	86%	83%	88%	-5%

Writing - Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	76%	33%	79%	-46%
Year 2	71%	66%	71%	-5%
Year 3	78%	83%	77%	-6%
Year 4	68%	50%	71%	-21%
Year 5	64%	17%	70%	-53%
Year 6	77%	17%	90%	-73%

## Maths - Academic year 2022/2023

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	75%	57%	77%	-20%
Year 2	75%	71%	75%	-4%
Year 3	67%	43%	70%	-27%
Year 4	82%	50%	86%	-36%
Year 5	56%	29%	62%	-33%
Year 6	70%	75%	53%	+22%

## Maths - Academic year 2023/2024

	All	Pupil Premium	Non Pupil-Premium	Difference
Year 1	81%	33%	85%	-52%
Year 2	76%	66%	76%	-10%
Year 3	75%	83%	74%	-9%
Year 4	86%	100%	84%	+16%
Year 5	74%	50%	77%	-27%
Year 6	77%	33%	86%	-53%

## 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*

Programme	Provider
Little Wandle for Letters and Sounds Phonics SSP	Little Wandle
Sports coaches to provide extra-curricular clubs	AE Sports
Times Tables Rockstars	Times Tables Rockstars
Purple Mash	Purple Mash
MFL - Spanish	Language Angels
Art and Design and Design Technology	Kapow
Spelling Shed/Numbots	EdShed
Lexia	Lexia

Emotional Resilience Programme	MHST
Piano Teacher	Rudi Eastwood
Music Specialist	School of Rock
Instrument Specialist Teachers	DCC

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received funding for one pupil and used this money to take part in the Equity, Diversity and Inclusion project. School achieved the bronze award.
What was the impact of that spending on service pupil premium eligible pupils?	This pupil along with other pupils was able to engage in discussions around how every family is unique. For all pupils whose parents/carers work away for long periods of time, are from different ethnic backgrounds and have a 'non-traditional family make up' this allowed them to identify and talk about emotions around this.

## Further information (optional)

AE Coaching is funded from the Sports Premium. This is provided for free to those pupils eligible for Pupil Premium funding to improve mental and physical wellbeing of pupils.

## Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2023 Evaluation	Committee Date
Teaching Priorities	<p>Staff have all attended training this term.</p> <p>Subject leads – network meetings/development of knowledge and skills.</p> <p>EYFS Lead – network meetings / development of planning and resourcing EYFS.</p> <p>SLT – Assuring the curriculum training</p> <p>TAs have been distributed across school to support teachers in providing first quality teaching/feedback. All pupils have made progress this term. For those with SEND, progress is clear in their SMART targets.</p> <p>Two HLTAs are providing targeted support, one in early reading and the other in reading across KS2. Progress is clear to see, especially within early reading in EYFS/KS1 where pupils are making accelerated progress.</p> <p>English lead has provided CPD for teaching reading to all year groups. Monitoring shows that this is having a positive impact on reading across school but remains reading remains a focus.</p> <p>Staff new to school/KS1 have been trained to deliver Little Wandle phonics and they have observed others teach this too. The quality of delivery is very high.</p> <p>Maths leads have delivered CPD to staff on several occasions and monitoring shows that staff are growing in confidence with the teaching of fluency,</p>	

problem solving and reasoning. Y5 teachers are trialling 'Maths No Problem' and are having positive outcomes in terms of pupil confidence and enjoyment. Internal data shows that this programme is supporting pupils in achieving Y5 outcomes. Those with SEND are making progress, despite this being less evident.

Y2 are part of a project with the EEF and the NCETM 'Stepping Stones' to develop reasoning. Pupil confidence is growing.

Staff have been trained in using NFER tests to assess progress/attainment accurately. This has supported teachers in identifying next steps for all pupils.

All staff took part in cross cluster moderation where they worked with staff from local schools to moderate writing. Staff voice shows that this has developed teacher confidence.

SLT have worked with Pam Monaghan to develop and understand the curriculum. SLT have worked with staff to support them in developing the subject area they lead. There has been a strong focus on developing lessons so that pupils know more and remember more. All subject leads have been given a morning per half term to develop the subject they lead and to carry out monitoring. Pupil voice and teacher assessment shows that this is having a positive impact with most pupils demonstrating that they know more and remember more from lesson to lesson.

Activities have been inserted into each area of the curriculum to allow time for conversations to take place to develop language. Pupils from across school demonstrate that they can use key vocabulary within the correct context.

It is evident that all pupils are using 'use Your Head Challenges (Stretch it Out) and maths tags to demonstrate a deeper level of understanding. This is particularly evident in both classes where the

	<p>teachers are school maths leads. Maths leads continue to deliver CPD to support colleagues in doing the same; the teaching of maths continues to be a priority for school.</p>	
<p>Targeted Academic Support</p>	<p>HLTA has delivered targeted small group intervention to children in Reception and Y1 (Little Wandle). All children have made accelerated progress and are no longer working well below their peers.</p> <p>From Y1 – Y6, children receive catch up support during assembly time so that they are on track and confident to start the next lesson. Pupil voice shows that this is having a positive effect on confidence and internal data shows that all pupils are making progress.</p> <p>Lower attaining readers read at least three times every week to an adult on a 1:1 basis. All children have made progress from their starting points.</p> <p>Use of digital technology for times tables and spelling is having a positive impact on those who access it at home. More work needs to be done to ensure all children access online resources to ensure they make as much progress as possible over the year.</p> <p>SENDCo has provided all teachers with the opportunity to meet and write support plans together/ review targets. Staff voice shows that teachers are growing in confidence, and this is having a positive impact on the progress of pupils with SEND.</p> <p>Rock Steady has operated in school this term and many children from Y1 – Y2 have taken up the opportunity to learn how to play a new instrument. Rudi Eastwood has continued to provide piano lessons for children from Y1- Y6. Durham Music Service have supported in the delivery of the music curriculum with pupils in Y6 learning ‘tech in a term’ and pupils in KS2 learning how to play the ukulele.</p>	

Wider Strategies	<p>In EYFS and KS1 a fully trained HLTA has delivered specific speech and language intervention (speech link). A higher number of children in Reception and Y1 are able to communicate more effectively with adults and peers. Their words/sentences are becoming easier to understand.</p> <p>Training has been delivered around trauma to all staff, yet this continues to be a priority across school. It is evident that it is more difficult for staff to know how to respond to children who have experienced trauma when they do not teach them on a daily basis. More work needs to be done around this.</p> <p>Pupils from Reception to Y6 have had many opportunities to enrich their learning. A wide variety of after school clubs have been offered this term and have been accessed by many of our pupils (more so in KS1). All pupils attended a theatre experience in school and have taken part in enterprise by designing and making gifts to sell at the Christmas fair. KS2 had a careers fair and were able to choose two visitors to listen to during this time – vet, soldier, designer, scientist, dentist etc. Y5 have trained to be peer mentors and Y6 are utilising their skills as playground leaders. Y6 attended a residential at Moorhouse (outdoor education centre) and Y4 visited the Roman wall.</p> <p>There have been several opportunities for parental engagement this term – Christmas quiz night, Christmas fair, reading cafes, individual year group parental engagement and parent’s meetings.</p> <p>Staff are developing their confidence in using Arbor to make contact with parents more efficiently (messages/emails). This is something we must continue to develop. The school Facebook Page is becoming much more active with most members of staff sharing achievements. We must develop this so all staff use it – so all parents are able to see their children’s achievements.</p>	
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	<p>Attendance TAFs/ phone calls held by the Pupil Wellbeing Lead are having a positive impact on attendance. Persistent absentees are attending school more. Some children have moved off this list. Holidays in term time continues to be school's main issue and more work needs to be done around this in collaboration with the LEA.</p> <p>Y5 have worked with the Mental health support team to raise awareness of and promote resilience. This had a positive impact on some pupils, but more work needs to be done around this.</p> <p>A small number of pupils from across school access support from our school councillors/pupil well-being lead. Pupil voice shows that this has a significant impact upon the well-being of these pupils.</p> <p>Pupils and parents have been informed that Lottie, our school dog, will begin her training in spring term and that she will be working with all children for a variety of purposes – mainly well-being. The messages from parents, carers, pupils and staff have been very positive.</p>	
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<b>Activity</b>	<b>Spring 2024 Evaluation</b>	<b>Committee Date</b>
Teaching Priorities	<p>Subject leads have attended network meetings to support development of knowledge and skills.</p> <p>In the absence of the EYFS Lead, the Reception teacher has attended network meetings to continue to develop outdoor provision.</p> <p>TAs have been distributed across school to support teachers in providing first quality teaching/feedback. All pupils have made progress this term. For those with SEND, progress is clear in their SMART targets.</p>	



	<p>Two HLTAs continue to provide targeted support, for early reading in R/KS1 and KS2. These pupils are making accelerated progress.</p> <p>Reading remains a focus. English lead has supported individual members of staff where necessary to ensure progress in reading.</p> <p>Maths leads have continued to deliver CPD to staff following on from their work with the GNMH. Staff continue to grow in confidence and consistency is evident across school. Y5 teachers continue to trial 'Maths No Problem' positive outcomes are evident. Internal data continues to show that this programme is supporting pupils in achieving Y5 outcomes. Those with SEND continue to make progress from their starting points.</p> <p>Y2 have continued to work with the EEF and the NCETM 'Stepping Stones' and pupils have continued to grow in confidence. Maths talk is evident across Y2.</p> <p>Assessment continues to be much more consistent due to using the NFER tests across school. Teachers are growing in confidence when it comes to identifying next steps.</p> <p>There has continued to be a strong focus on developing lessons so that pupils know more and remember more. All subject leads continue to have a morning per half term to develop the subject they lead and to carry out monitoring. Monitoring shows that pupils are able to demonstrate that they know more and remember more from lesson to lesson.</p>	
<p>Targeted Academic Support</p>	<p>HLTA has continued to deliver targeted small group intervention to children in Reception and Y1 (Little Wandle). All children continue to make accelerated progress and are almost in line with their peers.</p> <p>From Y1 – Y6, children continue to receive catch up support during assembly time to ensure they are on track. Monitoring shows increased confidence and pupils making progress.</p>	

	<p>From Y1 – Y6, the lowest 20% readers continue to read at least three times every week to an adult on a 1:1 basis. All children continue to made progress from their starting points.</p> <p>Use of digital technology for times tables and spelling is having a positive impact on those who access it at home. More work needs to be done to ensure all children access online resources to ensure they make as much progress as possible over the year.</p> <p>Staff voice shows that teachers are growing in confidence in writing and updating SEN support plans and this is due to the support given by the SENDCo. This continues to have a positive impact on the progress of pupils with SEND.</p> <p>The number of children taking part in Rock Steady music lessons has increased across school. Rudi Eastwood has continued to provide piano lessons for children from Y1- Y6 and the number of pupils accessing his lessons has also increased. Durham Music service have continued to provide brass and strings lessons this term and have also continued to support in the delivery of the music curriculum with more pupils in KS2 learning how to play the ukulele. This combined offer means more children are accessing opportunities to play an instrument.</p>	
<p>Wider Strategies</p>	<p>In EYFS and KS1 a fully trained HLTA has continued to deliver specific speech and language intervention (speech link). All children are able to communicate more effectively now.</p> <p>The SENDCo has sourced training around behaviour being a form of communication with a focus on trauma and neurodiversity. Monitoring shows that staff have an increased understanding of this.</p> <p>Clubs have continued to enrich learning and all children can access these. Children in receipt of pupil premium funding have one of these clubs funded. A greater number of children access clubs</p>	

	<p>in R/KS1 when compared to KS2 and all children in receipt of pupil premium access at least one club per week.</p> <p>Y5 continue to utilise their skills as peer mentors and Y6 as playground leaders. Pupil voice shows that children like having someone their own age to talk to about their worries (peer mentors). However it also shows that the use of playground leaders could be improved.</p> <p>Despite it being a short term, there have been some opportunities for parental engagement this term; maths workshops and parent’s meetings.</p> <p>Staff are much more confident in using Arbor to make contact with parents more efficiently (messages/emails). The school Facebook Page is highly active with all members of staff sharing achievements.</p> <p>Attendance TAFs/ phone calls held by the Pupil Wellbeing Lead continue to have a positive impact on attendance. Persistent absentees are attending school more and children continue to move off the list.</p> <p>Lottie began and completed her training this term. She spend time in school meeting and greeting children at the start of the day and this has supported us in getting some children into school easier. She is also a great support to children who need emotional support throughout the school day.</p>	
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Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities	<p>Subject leads have attended network meetings to support development of knowledge and skills.</p> <p>A new EYFS Lead was appointed in the summer term and they worked with the EYFS team for one</p>	

	<p>day each week. During this time a new EYFS team was formed ready for September and they working with Northern Lights Early Years Stronger Practice Hub to begin to develop a Pre-School curriculum and provision.</p> <p>All pupils have made progress this year due to the careful deployment of teaching assistants and HLTAs. For those with SEND, progress is clear from their starting points.</p> <p>Maths No Problem was a success with all pupils making progress and an increased number of children achieving end of year expectations. This cohort will continue to receive Maths No Problem style lessons in Y6 to show us what progress and attainment can look like in two years.</p> <p>Y2 completed their work with the EEF and the NCETM 'Stepping Stones' and staff and voice shows that this was successful for all children. The Y2 teachers and maths Lead are currently working with next year's Y3 teachers to implement these strategies in LKS2.</p> <p>There has continued to be a strong focus on developing lessons so that pupils know more and remember more. All subject leads continue to have a morning per half term to develop the subject they lead and to carry out monitoring. Monitoring shows that pupils are able to demonstrate that they know more and remember more from lesson to lesson. Work now needs to be done around knowing and remembering more from term to term and year group to year group.</p>	
<p>Targeted Academic Support</p>	<p>With the exception of a small number of children, those who took part in small group phonics/reading intervention are now in line with their peers and have achieved end of year expectations.</p> <p>From Y1 – Y6, lower attaining readers continue to read at least three times every week to an adult on a 1:1 basis. While not all children in school have</p>	

	<p>reached end of year expectations, all children have made good progress from their starting points.</p> <p>Use of digital technology for times tables and spelling is having a positive impact on those who access it at home. More children now access this at home and children in Y4 who sat the MTC made excellent progress from their starting points.</p> <p>Children with SEND have their needs met through well written support plans that all staff follow. Those requiring quality first teaching have this set out clearly to ensure they can access learning in class. This continues to have a positive impact on the progress of pupils with SEND.</p> <p>The number of children taking part in Rock Steady music lessons continues to increase across school. Rudi Eastwood continues to provide piano lessons for children from Y1- Y6 and the number of pupils accessing his lessons has increased again. Along with the offer from Durham Music Service, all children from Y1 – Y6 have opportunities to play an instrument.</p>	
<p>Wider Strategies</p>	<p>Due to the delivery of specific speech and language intervention (speech link) across the year, all children in R/KS1 are able to communicate effectively. Only a small number of children will need to continue this next year.</p> <p>Clubs have continued to enrich learning and all children can access these. Children in receipt of pupil premium funding now have two of these clubs funded. A greater number of children access clubs in R/KS1 when compared to KS2 and all children in receipt of pupil premium access at least one club per week.</p> <p>There have been opportunities for parental engagement this term; reading picnics, parent’s meetings, Bingo night, summer fair, teddy Bears picnics and sports days.</p>	

Attendance TAFs/ phone calls held by the Pupil Wellbeing Lead continue to have a positive impact on attendance. Persistent absentees are attending school more and children continue to move off the list. Due to holidays, we have seen a decline in attendance for some pupils.

Lottie usually spends time in school on a Tuesday and a Thursday. This means children from across school know when to expect her. Some children who have found it difficult to enter the building on a morning, now find this much easier as Lottie is there on arrival. Pupil voice shows that children enjoy her being there to greet them at the start of the day and like that they can spend some time with her if they feel sad. Some children report that she calms them down when they feel angry or something has upset them.