

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Tyneview Primary School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	115
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	31 st December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Gittins
Pupil premium lead	Vashti Sergison
Governor / Trustee lead	Linsey Carmichael

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,675
Recovery premium funding allocation this academic year	£14,372
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£169,047

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Tyneview Primary school is an average sized inner-city primary in the East End of Newcastle, which has grown considerably over the last three years due to the implementation of a Pre-school. There are currently 289 pupils on roll (this compares with the national average primary school size of 269) including children in nursery and Pre-school as well as 8 children in the Additional Resource Centre for children with Communication Difficulties.

We make a significant contribution to the Walker community; right through school from foundation stage up to Year 6. We aim to be as inclusive as possible making sure that any opportunities to develop knowledge, skills and resilience are taken. Our Pre-School is designed to ensure that children have as good an opportunity as possible, from the earliest stage. We are a single form entry school and staff therefore have to fully understand the curriculum fully alongside opportunities we provide. The curriculum is further enhanced through additional opportunities in PE, hooks for learning within blocks of learning and an engaging and challenging curriculum that meets the needs of the children.

Our school motto is 'maximising potential' which is what we do through delivering what the individual needs. Children's needs are met through differentiation, challenge, interventions and nurture with a huge focus on Quality First Teaching. Children are well supported when needed and additional needs are met through a number of strategies and support.

The welfare team is focussed on multi-agency working and takes increasing responsibility to ensure that the welfare of the child and the family is met. The collaboration between schools across NEAT and the wider Newcastle community, is a strength. This reinforces the nurturing ethos of Tyneview. A strength of Tyneview, is the strong working relationships which we have with parents. This is enhanced by consistent and regular feedback, in a range of different ways, regarding progress, attainment, attendance and attitude in class. We know our children well and staff understand the context of the school and the community. Academic outcomes are strong and by the end of KS2, through consistent quality first teaching are above national in all areas and have been consistently for the last 4 years. Internal school data shows good progress is being made and school expects that academic outcomes at the end of 2022 will remain high, in spite of the significant disruption we have seen during Covid. This is due to effective use of all available data and robust procedures to ensure that no child falls behind- this is exemplary practice.

Ultimate objectives..

- Close the gap of attainment between disadvantaged and non-disadvantaged pupils at each phase through QFT.
- All disadvantaged pupils to be supported with welfare, social and behavioural support to access the curriculum alongside their peers.

At Tyneview we will use the PPG to support our pupil premium children by supporting the holistic child and the community. The following list will include but is not limited to.

- will provide CPD on quality first teaching especially in phonics, reading and writing.
- speech and language support
- CPD to carefully map out a curriculum that will teach learning and behaviour strategies in school.
- provide homework hubs and routines for the parents and carers
- access to ICT facilities.
- welfare support for the family (PSA)
- attendance bus
- nurture provision and commando Joes to work on SEND and boxall targets
- free transport and access to curriculum trips and after school clubs.
- clubs which will feed into wider competitions across the city.
- 1:1 tutoring.
- Use of data specialists to analyse PSE needs in school.

Data used to identify challenges:

Windscreen level	Average spend per pupil Autumn term
Level 4	2020-21 → £373.47 2021-22 → £383.57
Level 3	2020-21 → £222.07 Does not currently including EHC spend and ARC places cost 2021-22 → £130.68
Level 2	2020-21 → £367.49 2021-22 → £130.14
Level 1	2020-21 → £177.44 2021-22 → £110.32
Level 0	2020-21 → £0 2021-22 → £5

Year group	Previous Key Stage	End of previous year	Aut % expected All 2020	Aut % expected PP 2020	Aut % expected All 2021	Aut % expected PP 2021	End year target expected	End year target prediction
Reception			13%	9%	66%	75%	79%	79%
Year 1 phonics	64%	45%			68%	50%	75%	75%
Year 1 reading	64%	45%	20%	30%	68%	50%	75%	75%
Year 1 writing	64%	45%	27%	30%	62%	50%	75%	75%
Year 1 maths	64%	45%	13%	9%	75%	41%	75%	75%
Year 2 reading	45% GLD	65%	20%	21%	65%	36%	77%	77%
Year 2 writing		65%	20%	21%	59%	27%	77%	77%
Year 2 maths		65%	20%	21%	86%	88%	86%	86%
Year 2 Phonics		62%			91%			
Year 3 reading	75% GLD 68% Phonics	75%	25%	30%	66%	69%	75%	75%
Year 3 writing		69%	8%	20%	53%	54%	69%	69%
Year 3 maths		76%	23%	30%	60%	50%	76%	76%
Year 4 reading	81%	75%	24%	36%	50%	55%	75%	75%
Year 4 writing	87%	75%	21%	36%	50%	55%	75%	75%
Year 4 maths	81%	75%	27%	40%	53%	66%	75%	75%
Year 5 reading	76%	72%	10%	12.50%	56%	44%	72%	72%
Year 5 writing	72%	65%	11%	6%	72%	55%	72%	72%
Year 5 maths	86%	65%	15%	12.50%	44%	44%	72%	72%
Year 6 reading	73%	74%	15%	12%	58%	63%	77%	77%
Year 6 writing	63%	74%	31%	35%	48%	50%	77%	77%
Year 6 maths	69%	74%	13%	12%	38% Pixl 52% TA	31% Pixl 60% TA	77%	77%
Year 6 SPAG	63%		25%	26%	48%	50%	77%	77%
Year 6 combined	63%	74%	13%	12%	38% Pixl 52% TA	31% Pixl 60% TA	77%	77%

Challenges

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

Challenge number	Detail of challenge
1	Low levels of speech and language on entry at 2 years. As identified by on entry assessments into playgroup as well as internal data, observations and discussions with staff.
2	Lower than National Average phonics outcomes recognised in Year 1, some of which are cohort specific.
3	Challenging behaviour needs of some pupils in addition to high levels of social care and Operation Encompass.
4	Meeting the needs of some pupils through Quality First Teaching, particularly identified children on the SEND register with a primary area of need of SEMH.
5	Observations, data and communication with staff and parents show a lack of routines at home to support with homework
6.	Issues with attendance and punctuality as noted in internal data at spoc reviews.
7.	Observations, assessments and discussions with pupils present issues with lack of opportunities in wider community
8.	Maths progress particularly in reasoning and problem solving

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
<p>1 – Speech and language</p> <ul style="list-style-type: none"> Support across school will be evaluated and QFT strategies considered to support communication needs. Children with identified with speech and language needs to have access to SALT support either school-based or NHS (or both) dependent on need. 	<ul style="list-style-type: none"> More children to enter Reception with age related SP&L ELG. Staff training and CPD will be planned and delivered to develop generic strategies to build into routines. Support will be available from trust SALT therapist. Children with more significant and/ or complex needs will be supported in school with support from professionals.
<p>2. Progress in Phonics and Reading</p> <ul style="list-style-type: none"> Current phonics provision will be evaluated and systems put in place 	<ul style="list-style-type: none"> Close the gap in attainment for PP passing phonics screen over three years. This will be seen in whole class QFT and RWI

<p>to support improving outcomes, including support from professionals and in home/ school routines.</p>	<p>interventions through observations and monitoring</p> <ul style="list-style-type: none"> • Ensure PP children meet AGE in Ks1 and KS2 SATS over 3 years. • Pupil voice will explore the love of literature, variety of books read • Parents/ carers will be involved in the improvement in phonics and reading through discussion around reading and initiatives • Links between attendance and home school routines will continue with clear information sharing in school and evident links with identified families.
<p>3 and 4 Behaviour and SEND needs</p> <ul style="list-style-type: none"> • Teachers will have received CPD on QFT and use cognitive and meta cognitive strategies to engage in meaningful lessons. 	<ul style="list-style-type: none"> • Bespoke behaviour pathways will be considered and in place for identified pupils as well as individualised CPD for staff. • The number of pupils requiring behaviour interventions, part time time tables and exclusions will be reduced. • All staff will develop knowledge and understanding of how to support pupils in the classroom and the wider school. • Curriculum as well as specific training will be used to support staff knowledge and understanding • A senior member of staff will have time to engage in CPD provided by trust Research School to disseminate to school staff (ELE role) • Nurture provision will continue to be developed through the use of Boxall and other systems such as PASS.
<p>5. Homework and home/ school routines</p> <ul style="list-style-type: none"> • Homework project will be in place to support identified children. • PSA to support some families with regular SPOC meetings and extra breakfast club spots for homework routines. 	<ul style="list-style-type: none"> • Identified pupils will have access to 'Homework Project' • Identified pupils will have additional opportunities to engage in wider community project e.g. Kids Kabin to support in home/school routines. • A homework club to support home/ school routines of identified pupils and families will be set up during Breakfast club time with support from school Welfare team. • Less need for homework club as more parental/pupil engagement with homework.
<p>6. Attendance</p> <ul style="list-style-type: none"> • Attendance systems will continue to be reviewed and analysed • Interventions for attendance will be evaluated 	<ul style="list-style-type: none"> • School attendance figures to be 96% as an aspirational target over the next 3 years.

<p>7. Further opportunities in the wider community</p> <ul style="list-style-type: none"> All children to have access to all extra curriculum clubs, trips and residential to broaden opportunities. 	<p>Increase in participation in extra-curricular clubs by PP children.</p>
<p>8. Progress in Maths</p> <ul style="list-style-type: none"> Progress in maths, particularly in reasoning and problem solving, will be improved so that all pupils make at least expected progress from individual starting points. 	<p>Ensure PP children meet AGE in Ks1 and KS2 SATS over 3 years.</p> <p>Home/ school routines will continue to be developed to ensure that children are regularly completing maths-based tasks (Mathletics) at home.</p> <p>CPD for new maths lead to identify areas of need and develop systems and the curriculum.</p> <p>Pixl will be used in Year 1-6 to support progress in maths, particularly in problem solving and reasoning.</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, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed						
<p><i>Improve the Speech and language provision in school with a focus on QFT and a language rich environment as well as upskilling staff.</i></p> <ul style="list-style-type: none"> £4560 - Laura Release time for CPD for staff £2000 (one hour per half term for up to 5 staff) Time to deliver SALT interventions (No cost) <p>Total: £6560</p>	<p>Data:</p> <ul style="list-style-type: none"> 10% of children from Reception to Year 6 are either on the waiting list or currently having support from NHS SALT. 30% of children in current Nursery cohort are currently Below Expected Standard in 'Communication and Language'. Staff have had no up to date CPD to support systems and strategies of SALT in school. <p>Evidence in EEF for need to support SP: Early Years EEF educationendowmentfoundation.org.uk</p> <p>EEF Early Literacy Guidance</p>	1						
<p><i>CPD in phonics whole school to support with below average phonics screens results since 2019.</i></p> <ul style="list-style-type: none"> RWI £1500 Lead teacher £156 x 10 days - £1560 Staff meeting time (No cost) <p>Total: £3060 (English Hub Grant will cover a further £4500 of RWI funding)</p>	<p>RWI CPD will be set to provide all staff up to date RWI phonics and reading knowledge to support all children to reach AGE.</p> <p>Data:</p> <p>Phonics data: 2019 65% 2020 67% 2021 64%</p> <p>QFT and RWI evidence found in EEF Read Write Inc. Phonics EEF educationendowmentfoundation.org.uk</p>	1,2						
<p><i>CPD in reading and writing using EEF research</i></p> <ul style="list-style-type: none"> 3 x staff meetings Staff meet x3 (No cost) Poet CPD £400 Vashti attendance at Literature Works £500 	<p>Current research into reading and writing will support teachers to support all children to make progress from starting point and End of Key Stage data to be at or above National Average.</p> <p>Data:</p> <table border="1"> <thead> <tr> <th>End of 2021 data (not reported)</th> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td>EYFS (GLD target 68%)</td> <td>Comprehension 82.76% ARE Word reading 68.97% ARE</td> <td>55.17% ARE</td> </tr> </tbody> </table>	End of 2021 data (not reported)	Reading	Writing	EYFS (GLD target 68%)	Comprehension 82.76% ARE Word reading 68.97% ARE	55.17% ARE	1,2
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<ul style="list-style-type: none"> Accelerated reader additional resources £500 <p>Total: £1400</p>	<table border="1"> <tr> <td>KS1</td> <td>64% (NA 75%)</td> <td>67% (NA 69%)</td> </tr> <tr> <td>KS2</td> <td>76% (NA 73%)</td> <td>92% (NA 78%)</td> </tr> </table> <p>QFT and reading evidence from EEF Preparing for Literacy EEF educationendowmentfoundation.org.uk</p>	KS1	64% (NA 75%)	67% (NA 69%)	KS2	76% (NA 73%)	92% (NA 78%)											
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<p><i>CPD in QFT to support staff to teach explicit knowledge and skills in line with EEF to ensure progression.</i></p> <ul style="list-style-type: none"> Robyn £468 3 full days Judy Waddle £1500 Staff meeting – 1 per half term – No cost Monitoring – No cost OTP (one teacher) £468 CTP (one teacher) £468 <p>Total: £2904</p>	<p>Current research into QFT will support all children to access and improve outcomes therefore gain National Average in reading, writing and maths.</p> <p>Data:</p> <table border="1"> <thead> <tr> <th>End of 2021 data (not reported)</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>EYFS (GLD target 68%)</td> <td>Comprehension 82.76% ARE Word reading 68.97% ARE</td> <td>55.17% ARE</td> <td>Number 79.31% Numerical patterns 79.31%</td> </tr> <tr> <td>KS1</td> <td>64% (NA 75%)</td> <td>67% (NA 69%)</td> <td>73% (NA 76%)</td> </tr> <tr> <td>KS2</td> <td>76% (NA 73%)</td> <td>92% (NA 78%)</td> <td>96% (NA 79%)</td> </tr> </tbody> </table> <p>QFT evidence EEF Special Educational Needs in Mainstream Schools EEF educationendowmentfoundation.org.uk</p>	End of 2021 data (not reported)	Reading	Writing	Maths	EYFS (GLD target 68%)	Comprehension 82.76% ARE Word reading 68.97% ARE	55.17% ARE	Number 79.31% Numerical patterns 79.31%	KS1	64% (NA 75%)	67% (NA 69%)	73% (NA 76%)	KS2	76% (NA 73%)	92% (NA 78%)	96% (NA 79%)	1,2,3
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<p><i>CPD in behaviour systems and strategies to support staff to teach explicit behavioural and cognition strategies and skills in line with EEF to ensure learning.</i></p> <ul style="list-style-type: none"> Robyn £156 1 full day Staff meetings – No cost Educational Psychologist behaviour specific £1200 Monday AM release £650 Clennell De-escalation training £500 KS2 Nurture TA role £15,000 KS1 Nurture TA role £7500 PM Nurture provision £10,000 <p>Total: £35,006</p>	<p>Behavioural support for children will be improved through development of staff knowledge and skills as well as clear and early identification of need.</p> <p>Data:</p> <table border="1"> <tr> <td>Number of children accessing nurture (The number of check-ins and nurture sessions are total numbers for Autumn term, these children will have different time scales for sessions dependent on need)</td> <td>KS1 Check-ins - 6 Sessions - 4 KS2 Check-ins - 10 Sessions - 6</td> </tr> <tr> <td>Part time timetables (These are the total number for Autumn term, some are no longer in place. These are reviewed weekly and increased where there is success. When there is not success, professionals are involved to support)</td> <td>Total: 6 EYFS – 2 KS1 – 1 KS2 - 3</td> </tr> <tr> <td>CPOMs</td> <td>41 incidents categorised as 'Behaviour'</td> </tr> <tr> <td>% children on SEND register with SEMH as an area of need (Primary or Secondary need)</td> <td>32%</td> </tr> </table> <p>SEND and behaviour evidence as seen in EEF Improving Behaviour in Schools EEF educationendowmentfoundation.org.uk</p>	Number of children accessing nurture (The number of check-ins and nurture sessions are total numbers for Autumn term, these children will have different time scales for sessions dependent on need)	KS1 Check-ins - 6 Sessions - 4 KS2 Check-ins - 10 Sessions - 6	Part time timetables (These are the total number for Autumn term, some are no longer in place. These are reviewed weekly and increased where there is success. When there is not success, professionals are involved to support)	Total: 6 EYFS – 2 KS1 – 1 KS2 - 3	CPOMs	41 incidents categorised as 'Behaviour'	% children on SEND register with SEMH as an area of need (Primary or Secondary need)	32%	2,3								
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<p><i>CPD in SEND systems and strategies to support staff to teach explicit strategies and skills in line with EEF to ensure learning.</i></p> <ul style="list-style-type: none"> • Educational Psychologist SEND specific £2400 • SENCO support £1500 <p>Total: £3900</p>	<p>Referrals ? SEND and behaviour evidence as seen in EEF Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,</p>												
<p><i>Smaller class size in Year 3</i></p> <ul style="list-style-type: none"> • Additional teacher £30,000 • TA 3 PMs per week £4400 <p>Total: £34,400</p>	<p>Needs of the pupils in this cohort means a smaller class size would support the holistic and attainment of this class.</p> <p>Year 3 class context data:</p> <table border="1" data-bbox="515 801 1201 1305"> <tr> <td>Windscreen levels</td> <td>Level 4 –16% Level 3 –6% Level 2 –29% Level 1 –16% Level 0 –32%</td> </tr> <tr> <td>Pupil Premium</td> <td>68%</td> </tr> <tr> <td>SEND support</td> <td>16</td> </tr> <tr> <td>EHCp</td> <td>3% (1 further application to be made)</td> </tr> <tr> <td>PLAC/ LAC</td> <td>PLAC – 13% LAC – 6%</td> </tr> <tr> <td>SEND referrals for further support for pupils</td> <td>16%</td> </tr> </table> <p>SEND EEF evidence Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	Windscreen levels	Level 4 –16% Level 3 –6% Level 2 –29% Level 1 –16% Level 0 –32%	Pupil Premium	68%	SEND support	16	EHCp	3% (1 further application to be made)	PLAC/ LAC	PLAC – 13% LAC – 6%	SEND referrals for further support for pupils	16%	<p>2,3,4</p>
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SEND referrals for further support for pupils	16%													
<p><i>Welfare systems to support home school routines</i></p> <ul style="list-style-type: none"> • Attendance bus £10,000 • PSA - £12,000 • Attendance admin assistant £3000 • Homework project (Costed in wider support) <p>Total: £25,000</p>	<p>Positive impact on attendance figures and home/school routines will be improved.</p>													

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

Budgeted cost: £ 19163 (£14,372 funded, remaining is a school contribution)

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI 1:1 adults lead	Phonics approaches have a strong evidence base indicating a positive impact on all pupils. RWI 1:1 support and intervention EEF recommended intervention toolkit strand.	2,3
Reading shed and lead teacher	Phonics and internal data Y4 Oral, reading and phonics interventions will have positive impact on all pupils' attainment. Reading interventions EEF	2,3
1:1 tutoring (Provided by Action Tutoring)	Y6 catch up fund £14, 372 National Tutoring Programme targeting specific reading skills is an effective method for lower attaining pupils and PP students. One to one tuition EEF	3
Nurture 1.5 x adults	SEMH interventions and behavioural support to access wider curriculum. SEND EEF	3
Commando joes	Pupil voice indicates that children want / need more practical activities during the day. Well-being web.	3,6,7
PASS data and support		
Counselling service		

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed

Clubs £10,000	Children need to lead healthy active lifestyles and be a part of the wider school community. As evidenced in....	7
Curriculum hooks and trips £15,000	Children need to experience their learning first hand. Cultural capital	6,7
<i>Attendance PSA, 1 admin assistant bus driver bus 3 £915 nurture professional</i>	Attendance initiatives have positive impact on attainments and emotional well being. Attendance figures with and without Bus, nurture %%	6
<i>Breakfast club £10,000</i>	Numbers on roll	5,6
<i>Homework hub £5,000 Homework breakfast club £1500</i>	Numbers currently at SPOC	5
<i>Windscreen £8550</i>	Analysis of attendance, welfare and SEND info	1,2,3,4,5,6,7

Total budgeted cost: £ 162,280

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 2020 to 2021 academic year.

In considering Pupil Premium and the school level measure of vulnerability (The Windscreen) the data demonstrates that there continues to be additional funding for pupils who are high on the windscreen levels and ultimately have the potential for more vulnerabilities:

Windscreen level	Average spend per pupil Autumn term
Level 4	2020-21 → £373.47 2021-22 → £383.57
Level 3	2020-21 → £222.07 Does not currently including EHC spend and ARC places cost 2021-22 → £130.68
Level 2	2020-21 → £367.49 2021-22 → £130.14
Level 1	2020-21 → £177.44 2021-22 → £110.32
Level 0	2020-21 → £0 2021-22 → £5

Pupil Premium attainment (This data for not officially reported on due to the Covid-19 Pandemic).

	Pupil premium attainment:			
GLD	64%			
Did not achieve	Welfare: x 1 Attendance: x 3 SEN: x 1			
Phonics	62%			
Did not achieve	Welfare: x 5			
	Reading	Writing	Maths	Combined
KS1	Ex 69% GD 23%	Ex 62% GD 23%	Ex 77% GD 23%	Ex 62% GD 23%
Did not achieve Ex	SEN x 3 Welfare x 1	SEN x 3 Welfare: x 2	SEN - x 3	SEN x 3 Welfare: x 2
KS2	Ex 71% GD 21%	Ex 71% GD 14%	Ex 71% GD 0%	Ex 57% GD 0%
Did not achieve Ex	SEND: x 3 EAL: x 1	SEND: x 4	SEND: x 3 Welfare: x 1	SEND: x 4 Welfare x 1 EAL: x 1

Academic year	2020/21	Demonstrate how you will use the PPG to improve classroom pedagogy, provide targeted support, and support whole-school strategies.			
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
<p>Develop the Windscreen as an effective tool for measuring impact as well as providing direction.</p> <p>Generating entry and exit systems.</p> <p>Providing staff time to explore dynamics and ensure school systems are effective for identifying barriers</p>	<p>To develop welfare systems further within school to enhance quality first teaching</p>	<p>Evidence based on learning routines and impact of parents. Work of Ronald Ferguson supports our aims.</p> <p>Evidence – windscreen tracker, CPOMs, SPOC minutes</p> <p>Also interventions should be fixed in length according to best practice tips from Educational Psychology</p> <p>Need to evaluate interventions for effectiveness considering systems including CPOMs, FFT and PASS data.</p>	<p>Half termly monitoring of home school routines.</p> <p>Welfare check ins for pupils that are causing concern.</p> <p>Teaching and Learning conversations Windscreen.</p> <p>Easily understood entry and exit systems with consistent dialogue around expectations</p>	<p>Head/Senco</p>	

for children and families					
Total budgeted cost	£40,000				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Stringent monitoring and procedural systems for intervention linking in with point 1 and establishment of learning routines and identification of opportunity.	Develop attendance offer	Linked to point one – home school routines are hugely important with attendance being one. Evidence – windscreen tracker, CPOMs, SPOC minutes	Daily monitoring Assessing against windscreen	Head	Termly
Appointment of staff Staff training opportunities	Increase opportunities to develop speech and Language in School	Outcomes for children with Speech and Language issues are lower. By focusing on correct interventions and positive models for dialogue in school we are more likely to create opportunity. Evidence:	Identification of needs Training Evaluation	Foundation stage Assistant Head Senco	Termly

		<ul style="list-style-type: none"> • 10% of children from Reception to Year 6 are either on the waiting list or currently having support from NHS SALT. • 30% of children in current Nursery cohort are currently Below Expected Standard in 'Communication and Language'. <p>Continue into 2021-22 with development of new SALT role plus involvement in SALT research project.</p>			
On-going and routine activities to support the Windscreen at levels from 0-4	Children and families receive support	<p>Improve outcomes for families by development of clear routines based on the intention of pupil and family relationship and well being</p> <p>The language of the windscreen is now more embedded through staff CPD and SPOC meetings but other systems need to be considered and used e.g. PASS, FFT.</p>	Regular monitoring	PSA/Senco	Half termly
Total budgeted cost	£1110,000				
Other approaches					

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Order resources Set up system to allow creation of a Homework Library	Establish further curriculum opportunities to enhance learning for all but particularly PP children not in receipt of pastoral support	Research carried out during Lockdown showed a huge positive impact from positive home school based learning and opportunities to learn Home school routines systems have now been developed in terms of sharing information and this continues to be a target for Support Staff across school. The homework project will start in January and adjustments may need to be made.	Student voice Link into community groups	Curriculum lead	Termly
Total budgeted cost	£10000				

Attendance at clubs 2019/20 and 2020/21 comparison:

	Autumn 1 PP	Autumn 1 Non PP
NUFC	73%	27%
Fitness	58%	56%
Dance Mon	58%	42%
Dance Tues	33%	67%
	55%	45%
	Attendance 2021-22 Aut 62%	Attendance 2021-22 Aut 38%

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
Commando Joes	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.