

Burnside Primary School



Pupil Premium Strategy

Three Year Plan

2022/2025

Pupil premium strategy statement

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 | Burnside Primary School |
| Number of pupils in school | 157 |
| Proportion (%) of pupil premium eligible pupils | 55% |
| Academic year/years that our current pupil premium strategy plan covers | 552022/2023 |
| Date this statement was published | 1 st September 2022 |
| Date on which it will be reviewed | 1 st December 2023 1 st March 2023 15 th July 2023 |
| Statement authorised by | Miss A Bowden |
| Pupil premium lead | Mrs K Charlton |
| Governor / Trustee lead | Miss A Bowden |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £131, 575 |
| Recovery premium funding allocation this academic year | £7,520 |
| Early Years Pupil Premium | £1,500 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £143, 005 |

Part A: Pupil premium strategy plan

Statement of intent

At Burnside Primary School, we believe that all children have the right to reach their potential and we strive to remove barriers to enable this to be possible. Pupil Premium expenditure is planned and targeted to ensure that resources are allocated to maximise opportunities for identified pupils linked to the desired outcomes.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- ✓ Recognising that not all pupils who receive free school meals will be socially disadvantaged
- ✓ Understanding that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- ✓ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | A number of children who are eligible for Pupil Premium do not enter Early Years at age related expectations |
| 2 | For a number of children eligible for Pupil Premium, emotional resilience is lower than that of their peers. This can affect their concentration , especially when working with others or when tasks are challenging |
| 3 | The children need to experience high quality teaching and feedback to ensure that they make progress and develop skills and knowledge |
| 4 | The disadvantaged gap in RWM has widened as a result of the pandemic and subsequent periods of enforced school closure |
| 5 | Attendance percentages are low and the number of persistent absentees has increased |

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 expectations | A higher proportion of children reach GLD in 2023 |
| % of children achieving expected standards in reading, writing and maths will increase | Diminish the difference between disadvantaged and non-disadvantaged children in 2023 |
| Improve the emotional resilience of all pupils supported staff training and intervention | Lesson observations, learning walks and pupil interviews will show evidence of improved emotional resilience |
| Provide children with high quality teaching and feedback including pre-learning, knowledge organisers and time for reflection | Learners able to discuss their learning and discuss the steps they need to take to make progress Actions within school will link to findings from research |
| Increase attendance and reduce persistent absentee rate | Attendance percentages are at least in line with National Averages |

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: £5,766

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Early Years staff to access training facilitated by DCC to support development of the environment in line with new curriculum and the needs of the children in our context | 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) | 1 |
| Teachers to be provided with CPD in the Teaching of Writing | Pie Corbett – “Through constant teaching, these complex writing processes eventually become increasingly well-orchestrated, internalised and automatic, especially where such processes are articulated.” | 3,4 |
| Teaching of Spelling | Oxford Owl – “Accurate spelling is an important part of the process of learning to write at primary school.” | 3,4 |
| Collaborative work in the delivery of phonic | EEF - Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year | 3.4 |

| | | |
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| interventions at KS2 | <p>olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p> | |
| Engagement in CPD provided by LA with a focus on Quality First Teaching | EEF Pupil Premium Guidance states that, “quality teaching supports every child.” | 3,4 |
| Staff to participate in Mental Health First Aider Training | MHFA states, “school staff, parents, governors and young people working collaboratively to prioritise wellbeing in every area of school life. It involves giving everyone a voice and looking at the school culture, its curriculum, staff policies, links to local services and training needs – all in the interest of creating a supportive community where everyone can thrive.” | 2 |
| NOS CPD subscription provides staff with access to a range of courses to meet safeguarding, social and emotional needs of pupils | There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017) | 2 |

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

Budgeted cost: £70, 458

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A supply teacher will be recruited to provide tuition for 2 days each week | Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (EEF Small Group Intervention) | 2,3,4 |
| An intervention teacher will support upper key stage 2 children 0.2 | EEF - Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. | 3,4 |
| Times Table Rockstars | Neuroscience Paper – Effects of Repetition “When stimuli are learned by repetition, they are remembered better and retained for a longer time” | 3,4 |
| Reading Plus | EEF – Reading Comprehension “The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.” | 3,4 |
| Speech Activities | EEF – Oral Language Interventions “The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate | 3,4 |

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| | and fewer behavioural issues following work on oral language.” | |
| Pre-learning groups | EEF – Small Group Tuition “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “ | 3,4 |
| 1:1 and small group reading for lowest 20% | EEF – Small Group Tuition “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. “ | 3,4 |

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

Budgeted cost: £51, 366

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Yoga for all children in EY and KS1 | “The ancient practice of yoga may help children and young people cope with stressful situations and thus contribute positively to mental health. “ Navar and Hagen 2014 | 2 |
| Burnside Breakfast | EEF - Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year | 2, 5 |
| Facilitation of After School Clubs by school staff and outside agencies | Yusiff (2022) - The relationship between cultural capital and educational achievement is complex; however, it seems clear that higher levels of cultural capital lead to greater success in school. | 2, 3 |
| Subsidy for residential | York Consulting (2015) “Learning Away has shown that a residential learning experience provides opportunities and benefits/impacts that cannot be achieved in any other educational context or setting. The impact is greater when residential are fully integrated with a school’s curriculum and ethos” | 2, 3 |
| Attendance TAF meetings for identified families | Attendance Matters “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 | 5 |

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| | before admission and at regular intervals thereafter.” | |
| Wellbeing groups support children beyond the classroom | Place to Be “Among children of primary school age (5 to 10 year olds), 14.4% had a probable mental disorder in 2020, an increase from 9.4% in 2017.” | 2 |
| SENDCO monitoring and evaluating provision across curriculum for children with SEND | EEF – Special Education in mainstream schools “Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND” | 3,4 |
| Development of the cultural capital of children | Sullivan: Cultural Capital and Educational Attainment Language scores increase with increased cultural capital | 3,4 |
| Providing a Burnside Breakfast to all children | Adolphus et al: The effects of breakfast on behaviour and academic performance in children and adolescents “For school performance outcomes, evidence suggests a positive association between habitual breakfast frequency and quality on school grades or achievement test scores.” | 2 |
| School Counsellor x1 day each week | 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.” | 2 |
| Pupil Wellbeing Lead | 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. | 2,5 |
| Contingency | A sum of money is available to adjust to the needs of individuals where needed | All |

Total budgeted cost: £128,852

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 2021 to 2022 academic year.

| <u>Pupil Attainment</u> | | | |
|-------------------------------------|-----------|---------------|-------------------|
| <u>Academic Year 2021/22</u> | | | |
| <u>Reading</u> | | | |
| | PP | Non PP | Difference |
| Y1 (7 out of 13) 54% | 50% | 69% | -19% |
| Y2 (11 out of 24) 46% | 50% | 75% | -25% |
| Y3 (15 out of 18) 83% | 50% | 82% | -32% |
| Y4 (16 out of 27) 59% | 71% | 80% | -9% |
| Y5 (16 out of 25) 64% | 65% | 82% | -17% |
| Y6 (18 out of 30) 60% | 72% | 88% | -16% |
| All | 61% | 79% | -18% |
| <u>Writing</u> | | | |
| | PP | Non PP | Difference |
| Y1 (7 out of 13) 54% | 50% | 54% | -4% |
| Y2 (11 out of 24) 46% | 50% | 75% | -25% |
| Y3 (15 out of 18) 83% | 56% | 73% | -17% |
| Y4 (16 out of 27) 59% | 43% | 80% | -37% |
| Y5 | 45% | 82% | -37% |

| | | | |
|--------------------------|-----|-----|------|
| (16 out of 25) 64% | | | |
| Y6 (18 out of 30) 60% | 58% | 88% | -30% |
| All | 51% | 74% | -23% |

Maths

| | PP | Non PP | Difference |
|--------------------------|-----------|---------------|-------------------|
| Y1 (7 out of 13) 54% | 60% | 54% | +6% |
| Y2 (11 out of 24) 46% | 69% | 75% | -6% |
| Y3 (15 out of 18) 83% | 50% | 100% | -50% |
| Y4 (16 out of 27) 59% | 50% | 80% | -30% |
| Y5 (16 out of 25) 64% | 75% | 100% | -25% |
| Y6 (18 out of 30) 60% | 63% | 100% | -37% |
| All | 62% | 84% | -22% |

Reading Writing Maths Combined

| | PP | Non PP | Difference |
|--------------------------|-----------|---------------|-------------------|
| Y1 (7 out of 13) 54% | 50% | 46% | +4% |
| Y2 (11 out of 24) 46% | 44% | 75% | -31% |
| Y3 (15 out of 18) 83% | 44% | 73% | -29% |
| Y4 (16 out of 27) 59% | 36% | 80% | -44% |

| | | | |
|--------------------------|-----|-----|------|
| Y5 (16 out of 25) 64% | 40% | 82% | -42% |
| Y6 (18 out of 30) 60% | 44% | 88% | -44% |
| All | 43% | 72% | -29% |

Academic Year 2022/23

Autumn Term

Reading

| | PP | Non PP | Difference |
|--------------------------|-----|--------|------------|
| Y1 (7 out of 13) 54% | 40% | 86% | -46% |
| Y2 (11 out of 24) 46% | 50% | 50% | 0% |
| Y3 (15 out of 18) 83% | 53% | 80% | -27% |
| Y4 (16 out of 27) 59% | 63% | 91% | -28% |
| Y5 (16 out of 25) 64% | 47% | 80% | -33% |
| Y6 (18 out of 30) 60% | 47% | 82% | -35% |
| All | 51% | 76% | -25% |

Writing

| | PP | Non PP | Difference |
|--------------------------|-----|--------|------------|
| Y1 (7 out of 13) 54% | 40% | 71% | -31% |
| Y2 (11 out of 24) 46% | 56% | 46% | -10% |
| Y3 (15 out of 18) 83% | 47% | 80% | -33% |

| | | | |
|--------------------------|-----|-----|------|
| Y4 (16 out of 27) 59% | 38% | 55% | -17% |
| Y5 (16 out of 25) 64% | 33% | 80% | -47% |
| Y6 (18 out of 30) 60% | 26% | 82% | -56% |
| All | 38% | 67% | -29% |

Maths

| | PP | Non PP | Difference |
|--------------------------|-----|--------|------------|
| Y1 (7 out of 13) 54% | 40% | 71% | -31% |
| Y2 (11 out of 24) 46% | 50% | 64% | -14% |
| Y3 (15 out of 18) 83% | 73% | 60% | +13% |
| Y4 (16 out of 27) 59% | 38% | 82% | -44% |
| Y5 (16 out of 25) 64% | 38% | 70% | -32% |
| Y6 (18 out of 30) 60% | 32% | 82% | -50% |
| All | 45% | 72% | -27% |

Reading Writing Maths Combined

| | PP | Non PP | Difference |
|--------------------------|-----|--------|------------|
| Y1 (7 out of 13) 54% | 40% | 71% | -31% |
| Y2 (11 out of 24) 46% | 56% | 46% | +10% |

| | | | |
|--------------------------|-----|-----|------|
| Y3 (15 out of 18) 83% | 33% | 60% | -27% |
| Y4 (16 out of 27) 59% | 31% | 45% | -14% |
| Y5 (16 out of 25) 64% | 31% | 70% | -39% |
| Y6 (18 out of 30) 60% | 21% | 82% | -61% |
| All | 32% | 61% | -29% |

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 |
|-----------|----------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

-Active Start is funded from the Sports Premium. This is provided to the children for free in order to improve mental and physical wellbeing of pupils

-Individual cohort action plans available outlining cohort specific academic and wider support

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 2022 Evaluation | Committee Date |
|---------------------------|--|----------------|
| Teaching Priorities | <p>HT has accessed 'Evaluating and monitoring Early Years' training and has used this to support discussions with Early Years lead around further development of curriculum plans and the environment. improvement.</p> <p>Teachers have participated in writing observations and subsequent feedback supported by Gateshead Local Authority English advisor. Writing plans have been reviewed and further training booked for spring term. All children are so far making at least expected progress in the Autumn term and 83% had made good or very good progress in comparison with 86% of children who are not pupil premium.</p> <p>Staff continue to access National Online Safety CPD subscription which provides staff with access to a range of courses to meet safeguarding, social and emotional needs of pupils</p> | 6.10.22 |
| Targeted Academic Support | <p>A supply teacher has been recruited to provide tuition for 2 days each week. The impact can be seen in the progress the children are making in their books and also the pre-learning they can then contribute during lessons in class. The intervention teacher in Y6 is working to address gaps in knowledge which are the result of the pandemic.</p> <p>Pre-learning groups continue to be facilitated in all year groups in order to equip children with knowledge or address misconceptions before the lesson.</p> <p>1:1 and small group reading for lowest 20% has led to an increase in fluency and word recognition for the children working below ARE. 80% of pp children have made good or very good progress between Summer term 2022 and Autumn term 2022.</p> | 6.10.22 |
| Wider Strategies | <p>Since CNS began delivering Active Start and after school clubs in September, participation has increased</p> | 6.10.22 |

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| | by 11% in Active start and nearly 13% in After School Clubs. | |
|--|--|--|

| Activity | Spring 2023 Evaluation | Committee Date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|----------------|------------|------------|------------|------------|-------------------|------------|-------------------|--|--|------------|------------|------------|------------|------------|------------|------------|------------|---------|-----|-----|-----|-----|-----|-----|------|------|---------|-----|-----|-----|-----|-----|-----|------|------|-------|-----|-----|-----|-----|-----|-----|------|------|--------|
| Teaching Priorities | <p>Writing plans have been revised and agreed. Texts to support the writing curriculum have been purchased. Coaching has taken place for staff less confident in planning writing lessons. All children in the Autumn term at least expected progress in the Autumn term and 83% had made good or very good progress in comparison with 86% of children who are not pupil premium.</p> <p>The teaching of spelling has been reviewed and is now taught in line with our Sounds Write Programme. Book scrutiny shows that there has been a positive impact upon spelling so far. Impact will increase over time as the programme is embedded.</p> | 6.3.23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted Academic Support | <p>A supply teacher worked with individual children in the Autumn and Spring Term. Out of the 70 children who participated in School Led Tutoring last academic year, 94% of these made expected or better progress from the baseline to assessment task. Unfortunately, due to a reduction in funding offered to schools and difficulties in money being clawed back from the initiative, senior leaders have made the difficult decision not to continue with the intervention.</p> <p>The PP Gap is closing. The comparison between percentages of pupils at or above ARE in Autumn and Spring are in the table below.</p> <table border="1" data-bbox="480 1379 1198 1760"> <thead> <tr> <th></th> <th colspan="2">Overall</th> <th colspan="2">PP</th> <th colspan="2">Non-PP</th> <th colspan="2">Pupil Premium Gap</th> </tr> <tr> <th></th> <th><i>Aut</i></th> <th><i>Spr</i></th> <th><i>Aut</i></th> <th><i>Spr</i></th> <th><i>Aut</i></th> <th><i>Spr</i></th> <th><i>Aut</i></th> <th><i>Spr</i></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>60%</td> <td>65%</td> <td>52%</td> <td>59%</td> <td>74%</td> <td>75%</td> <td>-22%</td> <td>-16%</td> </tr> <tr> <td>Writing</td> <td>48%</td> <td>54%</td> <td>39%</td> <td>46%</td> <td>63%</td> <td>68%</td> <td>-24%</td> <td>-22%</td> </tr> <tr> <td>Maths</td> <td>56%</td> <td>60%</td> <td>46%</td> <td>52%</td> <td>72%</td> <td>72%</td> <td>-26%</td> <td>-20%</td> </tr> </tbody> </table> <p>The intervention teacher in KS2 supported a group of eight children in the Autumn and Spring term. 75% of these children made expected or better progress. It should be noted in both cases that progress cannot be wholly attributed to the intervention due to the children also participating in other targeted interventions and whole class teaching.</p> | | Overall | | PP | | Non-PP | | Pupil Premium Gap | | | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | Reading | 60% | 65% | 52% | 59% | 74% | 75% | -22% | -16% | Writing | 48% | 54% | 39% | 46% | 63% | 68% | -24% | -22% | Maths | 56% | 60% | 46% | 52% | 72% | 72% | -26% | -20% | 6.3.23 |
| | Overall | | PP | | Non-PP | | Pupil Premium Gap | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | <i>Aut</i> | <i>Spr</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 60% | 65% | 52% | 59% | 74% | 75% | -22% | -16% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 48% | 54% | 39% | 46% | 63% | 68% | -24% | -22% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 56% | 60% | 46% | 52% | 72% | 72% | -26% | -20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Reading Plus is being used in KS2 to improve reading. The children access the IT based programme on a daily basis.</p> <p>The pre-learning groups continue to have a positive impact upon the confidence and progress of pupil premium pupils. One example is the increase in engagement and understanding in reading lessons due to the vocabulary being introduced prior to the lesson.</p> | |
| Wider Strategies | Attendance TAF meetings continue to be a success. 70% of families have improved attendance for their child/children.- | 6.3.23 |

| Activity | Summer 2023 Evaluation | Committee Date |
|---------------------------|--|----------------|
| Teaching Priorities | <p>Following the engagement of Early Years staff in CPD around the development of the environment and subsequent actions, a number of Early Years settings have been directed to approach our Early Years lead to share good practice. Gap Strength analysis in the Early Years showed that boys' engagement in some areas of provision was low. The Early Years staff developed areas of learning to suit their interests – eg. IT area with remote control cars and walkie talkies.</p> <p>Teachers continue to be provided with CPD in the Teaching of Writing. Paula Thompson, a Local Authority advisor from Gateshead, will return in the Summer term to review progress and offer further CPD. End of Spring term data shows that positive progress has been made by all pupil groups. 90% of Pupil Premium children made expected or better progress. This is compared to 92% of non-disadvantaged children.</p> | 15.5.23 |
| Targeted Academic Support | <p>Speech Activities continue to be carried out with those children who have been provided with specific exercise to complete by SALT and also those identified by school staff as needing further support but not meeting the threshold for SALT. We recognise the importance of early intervention and have therefore engaged with EEF to be part of their research project and ELKLAN training for Early Years staff.</p> <p>Children categorised as being in the lowest 20% of readers have been targeted for Sounds Write phonic intervention as well as daily children.</p> | 15.5.23 |
| Wider Strategies | All children continue to be offered Active Start and the Burnside Breakfast. The uptake for Active Start has increased by 21% when compared with the beginning | 15.5.23 |

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| | <p>of the programme. The funding from Greggs for the Burnside Breakfast has decreased overtime and is now £715 per term. This is due to a decrease in the number of pupil premium children.</p> <p>After School Clubs by school staff and outside agencies continue to be offered half termly. Due to budget considerations, the number of external clubs has been reduced from March 23. The clubs continue to be well attended.</p> <p>The cost of a residential trip for two nights was £365 per child. Senior leaders felt that it was important to seek clarity around grants and funding available in addition to a PP subsidy before embarking upon such as costly venture. Therefore, Y6 will attend Whickham Thorns for outdoor adventure again this year. The cost will be subsidised by the school. An exact figure for this will be presented to Governors in the Autumn term.</p> | |
|--|--|--|