

Pupil premium strategy statement

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	Beech Hill Primary School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	47.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jess Eatock
Pupil premium lead	Caroline Higgins/Paula Dickenson
Governor / Trustee lead	Lee Rochester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,630
Recovery premium funding allocation this academic year	£30,160
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	£316,790

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy aims to set out how we will support disadvantaged pupils to meet their targets and expectations, including Pupil Premium children who are high attainers.

We aim for all children at Beech Hill, being mindful of background, to make good progress and achieve highly across all subject areas. We will strive to give all children the knowledge and skills to enable them to become successful adults in terms of being able to gain employment, live healthy lifestyles and take opportunities beyond their immediate environment. This will be done through developing vocabulary, cultural capital (by giving the children experiences and essential knowledge they need to be educated citizens) and their character (to enable them to have the skills to succeed in their society). Learning will not be diluted for our children and gaps will close so that children are working at age-related expectations.

High quality teaching will continue to be a high priority as we continue to embed Rosenshine's principles of instruction across the curriculum as well as the mastery approach in maths. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Attainment for non-disadvantaged pupils will therefore be sustained and improved alongside progress for their disadvantaged peers.

Another key part of our strategy is enabling children who continue to be affected by lost learning time, both advantaged and disadvantaged, to catch up to age related expectations. We will do this through targeted support, including employment of tutors through the School Led Tutoring programme, alongside established interventions.

Character development and wellbeing has become more important than ever. Our Character Champion will continue to embed explicit character teaching, developing skills such as resilience and engaging with parents to set character targets for the children. Our Senior Leadership team will continue work on mental health following a pupil voice survey at the end of last year, focussing on ensuring children have their basic mental health needs met in order for them to go on to flourish. This year, this will include giving children the opportunity to connect to self, others and nature.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in Reception are lower for disadvantaged pupils than for other pupils and have been significantly lower than in previous years. This impacts on vocabulary development in subsequent years, slowing reading and writing progress.
2	Limited life and cultural experiences for some of our disadvantaged children outside of school restricts understanding of some curriculum areas.

3	51.3% of pupils in school are eligible for Pupil Premium, in addition to 27% having SEN.
4	Attendance rates pupils for disadvantaged are 91.11% (below the figure for non-disadvantaged children of 95.01%). This reduces their school hours and causes them to fall behind on average.
5	Our assessments show that our disadvantaged pupils have been the most negatively impacted by school closures, falling behind their expected levels.
6	Pupil voice surveys indicate that disadvantaged children struggle with their mental health and wellbeing more than non-disadvantaged children, in particular when it comes to sleep.
7	Parental engagement tends to be low across school, particularly in disadvantaged families.
8	Early Years and Key Stage 1 have an increasing amount of children with SEND and challenges in terms of SEMH.
9	Disadvantaged children are more likely to have Early Help Plans and Social Services involvement.

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
Improve cultural literacy in order to eliminate poverty of language for all disadvantaged children in school.	Assessment data and work in books will show that disadvantaged pupils in all classes make rapid progress by the end of the year, so that all pupils eligible for PP meet or exceed age related expectations.
Increased cultural capital through cultural and curriculum visits / experiences, heavily subsidised by school for all children. Where this is limited due to Covid restrictions, visitors will be invited into school where possible and new experiences will take place in school. This will impact positively on pupil achievement for these groups. Nurture talents and interests in individuals by arranging/organising experiences tailored to them. Encourage and give more opportunities for children to spend time in and around nature.	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. PP pupils have high aspirations as a result of a broadening of cultural experiences. 'FOAL' (Fun Outdoor And Learning) programme will be implemented and monitored. Family Support Officer will reach out to parents to find out about children's interests out of school and whether they need any support with developing these. PE Coordinators will work with JR to ensure children have a wide range of opportunities in terms of extra-curricular clubs.
Gaps in English and maths for PP pupils are quickly identified and addressed. Maths to focus on middle and high attainers.	The attainment gap between PP and non-PP pupils will narrow due to specific gaps in knowledge and understanding for PP pupils being identified as quickly as possible. Group and 1:1 interventions, including School Led Tutoring, will be put in place to address these gaps so that missed learning and misconceptions are tackled swiftly and effectively. Middle and high attainers to achieve their targets in maths.

All Year 6 PP children make progress in line with or above all children Nationally from the same starting point.	Pupil Premium Champions will meet with all year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement. This will be monitored termly to ensure that every year 6 pupil is on track to make progress at least in line with other children Nationally of the same starting point.
Continued high attendance rates for pupils eligible for PP.	Overall PP to non-PP attendance gap will remain narrow, after PP attendance levels reached 91.11% compared to 95.01% for non-PP pupils in school during 2022-2023 (gap of 3.90%).
To support all children in understanding how they can flourish and develop their character traits.	Children will achieve personal development targets by the end of each key stage. Children who would benefit from counselling to see an in-school counsellor on a regular basis. Staff will monitor mental wellbeing of children in their class and put appropriate strategies in place. Teaching staff to research and implement effective strategies for child wellbeing in their classrooms. Children to be given opportunities to connect to self, others and nature.
To develop phonics and maths fluency across school.	All staff will receive refresher training in the recently-updated Read Write Inc approach to teaching reading. Reading lead will monitor the delivery and impact of the programme across school. Phonics will be taught consistently, with catch up sessions provided for KS2 children with gaps in knowledge. Termly targets in maths will focus on key instant recall facts (KIRF).
To promote deeper understanding of monitoring and filtering in line with the 'Keeping Children Safe in Education' document.	All staff to read and respond to the 'Keeping Children Safe in Education' document, considering how it will affect their day-to-day practice. Online safety is a part of each year group's Computing curriculum. It also has links to subjects such as PSHE and RSE. Filtering is monitored on a yearly basis by the Computing coordinator alongside a governor and any anomalies are reported to the Civic Centre and to management.

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: £50,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use Rosenshine's principles of instruction across the curriculum through CPD for teachers and teaching assistants, sharing research and good practice, lesson observations and reflections in evaluation books.	Rosenshine's principles of instruction are based on extensive research. The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. <u>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</u>	5
Release time for Deputy Heads to continue to monitor the impact of English and Maths teaching across school and provide CPD for staff. CPD may include support with planning or time to observe peers.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <u>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</u>	5
Implement strategies from Grammarsaurus training to raise attainment in Literacy and SPaG.	Grammarsaurus case studies have shown a positive impact on writing and SPaG results in Key Stage 2.	1, 5
Continue to embed maths fluency and opportunities for greater depth learning. Improve children's key instant recall of facts (KIRF) and strengthen arithmetic skills.	Evidence has shown that fluency can provide a moderate impact for a low cost. Fluency of basic facts (e.g. tables, number bonds etc) allows for greater depth learning to take place as children can access the expected level learning without the obstacle of having to calculate basic facts first and so will inevitably have time to learn in a topic at a greater level of depth or independence. Termly targets in maths will focus on key instant recall facts (KIRF).	5

Purchase an ongoing subscription to Read Write Inc, enabling access to CPD and the latest resources.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1, 5, 8
Staff to access external CPD relevant to their needs e.g. Grammarsaurus, Communication and Language, SEND and behaviour.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 4, 8

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

Budgeted cost: £167,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group speech and language programmes tailored to individual needs, based on screening of all children entering EYFS. This will include NELI as well as sound awareness and specific SALT programmes.	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 8
Use summative and formative assessment to identify children to take part in School Led Tutoring.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	5

Year 1 children identified as needing additional support in reading to access Ready to Read programme.	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Year 6 children who have fallen behind to access after school small group booster sessions, focussing on maths and literacy skills.	Small group tuition has an average impact of four months' additional progress over the course of a year. <u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u>	5

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

Budgeted cost: £97,878

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children across the school to participate in a wide variety of funded experiences, including residential trips from Year 4.	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly, developing their vocabulary in particular. Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress. <u>Adventure Learning EEF (educationendowmentfoundation.org.uk)</u>	2
Staff to offer a large range of after school clubs, including drama, art, ICT and sports clubs.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. There is also a small positive impact of physical activity on academic attainment (+1 month). Very few children at Beech Hill attend clubs outside of school, so offering these clubs broadens their experiences as well as keeping them active and fostering creativity. <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</u> <u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</u>	2

Give children a better understanding of career choices available to them through STEM.	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Although evidence is unclear on how aspirations intervention can raise attainment, children at Beech Hill have a limited experience of different careers. Showing them the range of careers available to them will raise their aspirations and motivate them to work hard to achieve their goals. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2
Targeted children participate in Flourishing sessions	Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions (Flourishing) matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6, 8
Staff to monitor the wellbeing of pupils in school and provide workshops, assemblies or curriculum time to explore areas which are negatively impacting the children's mental health. Head Boy and Head Girl will support with collecting the views of children in school and disseminating key messages. Counsellor employed one day a week to work with children identified as needing emotional support.	Social and emotional learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6, 8
Parents and carers will play a key role in the children's 'character targets', and lessons will be taught to explicitly teach children about character and British Values. Three children in Year 6 given the role of Character Champions to meet with Kayleigh Farnham half-termly, supporting with surveys and disseminating key messages.	Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC. (DFE Character Education Framework Guidance)	6

Continue to implement actions from the Poverty Proofing report provided by Children North East in January 2020.	The 'Poverty Proofing' website explains that poverty is a strong predictor of educational attainment with more than 6 in 10 children on free school meals failing to secure 5 good GCSEs. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those pupils on Free School Meals and other pupils. The unequal outcomes of English education reflect, to a large extent, the unequal outcomes in our society, but we still expect schools to 'close the attainment gap'. We have very high hopes of our teachers to bring the best out of every pupil and yet the impact of poverty on children is not covered in any detail during a teacher's own education and training. <u>Home - Poverty Proofing</u>	5, 6
Embed the principles of the DfE's Improving School Attendance using the Local Authority's new guidance and approach. Continue to offer numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and weekly prizes for full classes. Parents to be contacted by letter to inform them of individual attendance plans and parenting contracts. Smoother and quicker referral to the Attendance Service for those who are not engaging appropriately.	The DfE's guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <u>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u>	4, 7
Embed the resources and provision available to children during their play and lunchtimes through our FOAL (Fun Outdoors And Learning) programme.	Various studies have shown that providing the resources and supporting children to engage in for high quality play improves behaviour, promotes personal development and improves physical literacy. <u>The-Case-For-Play-In-Schools-web-1-1.pdf (outdoorplayandlearning.org.uk)</u>	6
Provide a breakfast club open for all children from Reception to Year 6.	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, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today. <u>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</u>	4, 5
Foster parental engagement through:	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and	1, 4, 5, 6, 7

• Designated Family Support Coordinator engaging with families and offering support where needed • Use of online platforms (Class Dojo, Tapestry) to share learning and allow communication between teachers and parents • Emails and text messages used to convey key messages and share updates • Parent teacher consultations in the autumn and spring term • Offering parent workshops covering topics such as reading, behaviour, SEND and maths • Conducting regular parent surveys • Encouraging regular reading at home and offering support for those not reading with their child • Sharing summer reading challenges • EYFS staff to visiting children and parents in their homes prior to starting school • Postcards home to celebrate achievements • Stars of the week posted on website	Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <u>New guidance report published: Working with Parents to Support... EEF (educationendowmentfoundation.org.uk)</u>	
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Total budgeted cost: £316,790

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.

We continue to see more progress towards age-related expectations for our Pupil Premium children. It is pleasing to see that lots of PP children are still working within their year group, even if not at expected level. The data shows that:

Reading: 58% of PP children reached age related expectations in 2022-23, and 72% were working within their year group level.

Writing: 38% of PP children reached age related expectations in 2022-23, and 68% were working within their year group level.

Maths: 55% of PP children reached age related expectations in 2022-23, and 80% were working within their year group level.

Teaching

Staff continued to be offered a wide range of CPD opportunities and were supported to implement strategies in class or in wider roles. All staff met with Reading, Writing and Maths coordinators to discuss progress and next steps, as well as identifying CPD needs. Termly staff meetings continued to occur with a focus on English and maths. Maths updates delivered by Mrs Manning supported teachers to improve fluency across school, and audits showed that next steps from previous scrutinies had been addressed. Release time allowed Deputy Heads to carry out robust maths and Literacy audits and give prompt feedback to staff. It also meant that staff had time to work alongside Literacy or Maths deputy heads to complete joint planning or other CPD. Staff were signposted to staff within school in both maths and literacy to share and learn from good practice observed. Lesson observations showed that Rosenshine's principles are being used frequently in classes across the school. Using the PWP allowed for a lot of discussion and questioning around a range of text types. Through modelling and scaffolding of writing, the children are now able to write independently. Following Grammarsaurus training, daily conjugation of irregular verbs was taught orally in class from Year 1. These are also now displayed in literacy classrooms as each verb is covered. An ongoing subscription to Read Write Inc allowed staff to complete refresher training when needed and ensured that all staff were using consistent strategies in phonics teaching. Maths and literacy teachers have had training on how Rosenshine applies to the teaching of maths and literacy and maths teachers have an effective practice model to refer to. Teachers have had the opportunity to observe other teachers, focusing on pace, questioning and modelling of question types. Teaching Assistants all now have a target for academic year 2023 – 2024 to encourage independent learning within a lesson. Subject leaders were offered release time to monitor foundation subjects, which led to tweaks to improve knowledge organisers, recording etc. All year groups had time with PE specialists to develop their skills and confidence in delivering dance in the curriculum. These were well received and gave teachers lots of ideas for next year. Miss Farnham attended the Early Years conference and Mrs Manning attended local maths meetings, ensuring that subject leaders stayed up to date with best practice. Staff in Early Years, Year 2 and Year 6 attended moderation meetings and staff across school moderated within their teams. We welcomed two ECTs to our team last year, who were supported through the ECT programme by experienced staff in school. Both made fantastic progress and successfully completed their first year, and will continue their training next year. First aid and medical lead training ensured that staff are well equipped to deal with first aid and medical incidents.

Year 2 and year 6 have included an explicit arithmetic lesson once per week this last academic year to continue to develop fluency skills. Due to its success, this will be rolled out to all key stage two classes in the academic year 2023 to 2024. Staff have had staff training on what an arithmetic lesson looks like, incorporating Rosenshine's approach to questioning and "I do, we do you do" maths model. Maths staff also had training on the new "Fluency bee" programme, which will begin in academic year 2023 to 2024 for years 1 and 2. Teaching Assistants will be receiving training in autumn term of this year too. All children in years 1 and 2 will have approximately 15 minutes of fluency bee maths additional to their daily maths lesson starting in 2023 to 2024.

KIRFS were introduced across all national curriculum year groups to reinforce "ready to progress" key fluency skills for each year groups. These were tracked by staff for each child and practised regularly in class. Parents received a guidance sheet with suggestions of how to support their child at home, which meant that parents were more likely to engage. TT Rockstars and NUMBOTS certificates were presented weekly in assembly for improved accuracy of tables using the TT Rockstars app or number bonds using the NUMBOTS app. Flashback four and similar fluency tasks were used as morning starters every day across all national curriculum year groups to support over learning of key skills.

Targeted academic support

All children in Nursery that did not meet their 3 year check points in the area of Language and Communication were assessed using a Language screen and referrals were made quickly where needed. Children that were new to Beech Hill and starting in Reception were assessed using our milestone checkpoints and again referred quickly if needed. The Talk Boost program ran in Nursery and NELI in Reception. 6 children took part in NELI, of which 50% were PP. All made great progress, moving up at least 5 centile points. All children with SALT programs received these interventions regularly and consistently. Children that had speech pronunciation struggles and were awaiting assessment from SALT received sound awareness interventions. All children were assessed termly in Language and Communication and progress was monitored.

261/414 (63%) children benefitted from the School Led Tutoring programme last year, some in one specific area and others in more than one subject. These were children who were working below their expected levels, including highly able children. 136 out of those 261 children (52%) were pupil premium. Tutors worked in class in the morning to support targeted children and delivered small group/1-1 interventions in the afternoon to focus more on individual targets.

Year 6 children who were not on track were invited to arithmetic, maths, literacy and highly able booster sessions after. Tutor time was used to support identified middle ability children who were just below being on target in both maths and literacy. Tutor time was also used to provide a higher ability group in school for a short session. Streamed grammar, streamed reading and streamed reasoning and explicit arithmetic sessions provided in year 6 outside of daily English and Maths sessions. Less able children were targeted for additional reading time with a member of staff, phonics work and times tables and number bonds time. Differentiated spellings provided for children. Additional time was provided in school for children not accessing/progressing on spelling shed, Numbots or TT Rockstars. This resulted in 85% of children reaching expected level or above in reading, 85% in writing and 74% in maths.

12 children in Year 1 completed the Ready to Read programme in 2022-23, which involved daily intervention and daily home reading tasks to complete. All children who worked completed Ready to Read passed their phonics test apart from one. 10/12 achieved expected reading age levels by the end of the year (83%) and of the 12, 4 were PP. Of the PP children, all passed the phonics check and all achieved expected reading age levels.

Wider strategies

Across the year, children were taken on a number of trips and visits as well as having visitors in school. All children visited a National Trust site and children had a range of educational and poverty of experience trips. Children in Years 4, 5 and 6 were all offered the opportunity to go on residential visits to Berwick, London or Robin Wood. Each year group had a set amount of money to spend on trips, meaning school could heavily subsidise visits to ensure that all children could attend. Residential trips were also funded heavily by school which meant that children were given a range of experiences that they may not have without school funding. We ensured that all children in EY/KS1 visited a farm, a woodland and a beach. Some children in Years 5 and 6 were also taken to additional swimming session to give them the opportunity to reach the National Curriculum standards. The Y6 choir visited a show at the theatre royal and some students in Y5 took part in the dance festival to promote the importance of performing arts. We also continued to work closely with NUSTEM with the focus of raising children's aspirations and exposing them to a wide range of career opportunities. All children took part in a workshop delivered by the university with a STEM career focus, we held STEM assemblies both internally and externally and each class chose a STEM person of the week. In addition to this, careers are embedded into the science curriculum and ran through this year's science week.

A range of after school clubs were offered last year, with an average of 14 clubs each term. These included computing, sport and fitness, creative and outdoor clubs. In reception, clubs started in spring term and on average 65% of the children took up a club with 51% of these attending more than 1 club. In year 1, an average of 63% of the children took up a club with 53% of these attending more than 1 club. 51% of pupil premium children in Y1 attended a club. In year 2, an average of 58% of the children took up a club with 46% of these attending more than 1 club. 44% of pupil premium children in Y2 attended a club. In year 3, an average of 63% of the children took up a club with 55% of these attending more than 1 club. 54% of pupil premium children in Y3 attended a club. In year 4, an average of 67% of the children took up a club, with 48% of these attending more than 1 club. 59% of pupil premium children in y4 attended a club. In year 5, an average of 58% of the children took up a club with 29% of these attending more than 1 club. 58% of pupil premium children in y5 attended a club. In year 6, an average of 35% of the children took up a club with 48% of these attending more than 1 club. 41% of pupil premium children in y6 attended a club.

Breakfast club continued to be very well attended, with 90-115 children each day from Nursery- Year 6. There were 6 members of staff and children had access to a wide range of activities and provision. Breakfast continued to be available every day in the form of toast, crumpets, yoghurt, fruit, juice, water and milk. There was a rota for children to partake in physical exercise through games on the MUGA. A range of games and table top activities were available in the hall, as well as children having access to the ICT suite and Library. Children are actively encouraged and supported to use the ICT suite and library to read, complete homework and engage with school programmes such as Spelling Shed and Times Table Rockstars. Breakfast club is sponsored by Greggs and available to all children at no cost.

Foal has had a big impact on behaviour at playtime and lunchtime. The wellies in particular have been a huge success as they allow children to play on the field in all weathers. It's always a bit trickier over winter months to entertain children but just getting onto the field and running is so beneficial to all children, and in the summer months the sandpit has been well used alongside the shelter building. Foal leaders in Year 6 do an amazing job at keeping everything tidy and organised, fostering a sense of responsibility and leadership.

We continued our work on building character in our children and each half term children focused on a specific character trait. These were shared with parents on Dojo and Tapestry, along with a home challenge to work on the focus trait. Each new character virtue was introduced in as assembly, which was led by Miss Farnham and the character champions. Each class would also explore each new trait in a class lesson. Character champions supported Miss Farnham to feedback positive 'characters' in school as well as accompanying her on environment walks to look at displays. Cracking character awards were given each week for children that demonstrated our focus trait in school.

Targeted children participate in Flourishing sessions

Our flourishing/wellbeing practitioner met with all parents and carers of the children he works with (who can be referred either by school staff or parents/carers) in the summer term and the feedback from them has been very positive as they have noticed positive changes in their children's behaviour and emotional regulation at home. They were reassured that the children are able to access sessions with our practitioner when they have finished their sessions with him.

We recently had positive comments from another agency who offer counselling to children who have witnessed domestic abuse. A meeting was held with our Family Support Officer about children we had referred and they commented on how well the children interacted with our wellbeing/flourishing practitioner and how comfortable they seemed with each other, which would result in positive interactions.

We have noticed that our children's mental health needs are changing and we know that some or most of this change may be linked to trauma. Supervision sessions with the Educational Psychology team, as well as sessions amongst our own staff team have supported staff to understand how we can help these children. We continue to look at more practical ways we can deal with children dealing with trauma, or having mental health difficulties for a different reason. These supervision sessions will not be an add-on but will be embedded within our practice. Solution circles have allowed staff to share concerns about individual children and we have worked together to consider a range of strategies which have had a positive impact on tricky situations in classrooms and staff have felt supported in tackling such situations. From September 2023, we employed a school counsellor one day a week to work across school. In the morning she mainly targeted children in EYFS who were identified as needing additional support to settle into school. She also worked with small groups and children on a 1:1 basis on targets identified by their class teachers. Mrs Eatock and Sharron Macdonald met to discuss the referrals and have put in place priorities for the Autumn term. This process will be repeated each term to ensure we are targeting the right children.

In order make SEN targets more parent friendly, we have introduced a new proforma which are handed out in place of mid-term targets. Targets are written in family friendly language, detailing what support is in place to help their child and also what families can do at home to support.

We continue to implement actions from the Poverty Proofing audit in 2020. Monthly challenges are set and sent to all pupils in school, with it being made clear to all children that resources are available to borrow from school if they are unable to complete the activity due to lack of resources at home. A lot more children now participate in these challenges and children are confident to ask for resources if they need them. A message was sent out to parents ahead of our Christmas jumper days to encourage a 'Christmas jumper swap' so that unused jumpers could be used by those without the funds to purchase new ones. This was very successful and families were extremely happy with their swaps. This is certainly something we will continue with in future. Children are permitted to come into school in non-uniform on the day of or a day close to their birthday so that they are celebrated and recognised throughout the school without the expense of having to buy a cake or sweets for their friends. This has been a welcome change for many families as they no longer feel pressured to buy these treats and pupil voice surveys have found that all children enjoy dressing up for their birthday in school. More options are now given for World Book Day so that children can wear pyjamas and bring their favourite story rather than buying new costumes every year. Families have appreciated this change as all children are able to come in pyjamas and there is no longer pressure to buy expensive costumes. Poverty Proofing was originally carried out by local charity, 'Children North East', in January 2020. However, due to Covid school closures, we were not able to fully implement our action plan for quite some time. Therefore, we have re-looked at the report and the action plan and have taken out focus groups of children from all year groups to discuss the main points to check that they are still relevant now. We are now putting together a revised action plan for next year so that we continue to provide for every PP child in our care.

Attendance was above the national average in 2022-23. 31 children achieved 100% between Sept – Feb and 16 achieved 100% attendance for the full year. 58 children received "Good Attendance" postcards for 98/99% attendance. Where children fell below attendance targets, parents were contacted by letter to inform them of individual attendance plans and parenting contracts. 118 letters were sent in 2022/23, which included 57 Awareness letters. 16 parenting contracts were offered to parents/carers and 13 pupils had attendance internally monitored. 64 home visits were carried out in relation to attendance. The LA are currently streamlining the process for legal referrals and are removing the "cut off" date in the May of the Academic year to make monitoring attendance easier.

Now that we are moving away from the restrictions of Covid-19, we were pleased to welcome parents into school for a variety of activities and to be able to offer face to face support and guidance. Seeing is Believing sessions offered parents an opportunity to view their children in the classroom and to see what learning looks like across the school. Feedback was extremely positive from parents who attended. Parent teacher consultations took place in person or via phone call for parents who could not attend. Alternative dates were offered for parents who couldn't make parents evening and teachers spoke to parents before or after school to ensure that all parents were updated on their child's progress and offered the opportunity to ask questions. Parents and carers were also invited to attend meetings before certain events take place such as SATs, Berwick trip, London trip to ensure they were fully informed. Online communication and learning platforms (Dojo, Tapestry, TT Rock Stars, Spelling Bee) continued to be used effectively to involve parents in their child's learning and provide important updates. Email and text messages along with the school website, Dojo, Tapestry and Facebook keep parents regularly informed of news and updates. A whole school TT Rockstars day was successfully undertaken this year, and we are looking forward to making it even bigger and better next year. Children in year 2 to year 6 have the opportunity to compete in battle of the bands sessions and are awarded half termly prizes for their class to encourage home learning and fluency practice. Sadly the PTA did not progress due to the lack of support from families, and moving forward this will not be pursued at present.

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
School-Led Tutoring	Vision