

Beech Hill Primary School report by Caroline Higgins, Paula Dickenson and Katherine March– Pupil Premium Champions

1. Summary information					
School	Beech Hill Primary School				
Academic Year	2020-2021	Total PP budget	£250,170	Date of most recent PP Review	Sept 2020
Total number of pupils	448	Number of pupils eligible for PP	216	Date for next PP Strategy Review	Sept 2021

2. Current attainment			
		<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% At Standard in reading, writing & maths (or equivalent)	84.6%	79%	85%
progress in reading KS1-2	94%	+2.9	+3.1
progress in writing KS1-2	88%	-0.1	+0.3
progress in maths KS1-2	88%	-0.4	+0.2

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Limited life and cultural experiences for some of our HA PP children outside of school restricts understanding of some curriculum areas.
C.	48% of pupils in school are eligible for PP, in addition to 16% having SEN.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 93.54% (below the figure for all children of 95.76%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve cultural literacy in order to eliminate poverty of language for all PP children in school.	Pupils eligible for PP 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.
B.	Increased cultural capital through cultural and curriculum visits / experiences funded by school for all PP 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.	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. Experiences are evidenced in a 'learning journey'.
C.	Gaps in English and maths for PP pupils caused by Covid closures are quickly identified and addressed.	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 will be put in place to address these gaps so that the effects of Covid closures have been tackled swiftly and effectively.
D.	All year 6 PP children make progress in line 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.
E.	Continued high attendance rates for pupils eligible for PP.	Overall PP to non-PP attendance gap remains narrow, after PP attendance levels reached 93.54% compared to 95.76% for non-PP pupils in school during 2019-2020.
F.	To support PP children in understanding how they can flourish. Character development of all PP pupils based on characteristics needed post lockdown.	Pupils eligible for PP feel happy, safe and loved in school. Support is given to those who require it from trained practitioners. The 'Character Matters' campaign is embraced throughout the school, with lessons to be taught on the importance of compassion, gratitude, resilience, being virtuous and volunteering.

5. Planned expenditure					
Academic Year		2020-21			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve cultural literacy in order to eliminate poverty of language for all PP children in school. Gaps in English and maths for PP pupils caused by Covid closures are quickly identified and addressed.	To continue to monitor the impact of English teaching across the school, including embedded strategies such as Talk 4 Writing. Deputy Heads release time to support staff in raising writing attainment.	Staff will continue to improve engagement in reading and writing and by focusing on the principles of telling stories, improvising and inventing stories. This will continue to support the oral language skills of all children in school but will be particularly useful when identifying speech and language issues in Early Years. Higher up the school, staff will continue to support children in handwriting through modelling high quality handwriting daily. Children will also have a bank of tools to draw on when story writing. Engaging with a wide variety of texts will also expand vocabulary. Weekly deeper reading sessions will compliment this approach and ensure children have a thorough understanding of what they are reading. According to the EEF toolkit, reading comprehension strategies have high impact for relatively low cost.	SLT will monitor progress and attainment with curriculum walks and support staff where necessary to fully implement the whole school approach. Deeper reading refresher for all teaching and support staff to ensure that strategies are used consistently across the school. Teachers to identify children in need of additional support. Gaps to be quickly addressed through group and 1:1 interventions, using resources and staffing funded through the catch-up grant where necessary.	Jess Eatock, Kate Telfer, Emily Jobson, Katie Skinner, Craig Greenwood	September 2021

All year 6 PP children make progress in line or above all children Nationally from the same starting point.	Continue to develop the language and verbal reasoning of literacy and mathematics	On average, reading comprehension approaches deliver an additional six months' progress. 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. Therefore, broadening pupils' vocabulary will support children's reading comprehension skills as they will have a wider range of language experience.	All classes will continue to display 'Greenhouse words' so that there is ongoing discussion about vocabulary in each year group. SLT to monitored continued use of Greenhouse words. Children will be encouraged to use new vocabulary regularly so that it becomes embedded. These words will be moved to the 'words we know' section of each classroom display. As children become more familiar with a wider range of vocabulary, they will also be supported in spelling these words so that spelling standards improve.	Year 6 staff	September 2021
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All year 6 PP children make progress in line or above all children Nationally from the same starting point.	Further embedding maths fluency and planning for greater depth learning. White Rose training for all teaching staff.	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. Fluency of basic facts will allow children to become more independent learners when completing more complex calculations as the basic facts will not act a barrier to learning. Children's scores in arithmetic tests may well improve with increased levels of fluency. Children will progress through the tables recall assessments quicker and there will be more year 4 pupils at the age expected level of knowing all tables up to 12x12 by the end of the year. Tracking method for number bonds facts in KS1.	We have continued to use a comprehensive tracker devised by Katherine March to track fluency of tables across the school and resources were purchased for a second academic year to support children in developing fluency of tables and number bonds at home also (times tables rock stars). This worked particularly well and will continue to be used this year. Staff will continue to use White Rose Planning to support them in meeting the needs of all pupils – particularly the fluency suggestions. Staff will have time to work with the maths coordinator to plan and provide pacey, active lessons that regularly develop fluency. Deputy Head will be given release time to work with teachers on a 1:1 basis in order to jointly plan lessons, observe, team teach and coach where necessary. Staff will receive more training from White rose Maths to develop reasoning and planning for greater depth. Progress meetings will give staff the chance to talk about the performance of their children in tests. Maths audit will allow maths coordinators to check to ensure that maths planning shows opportunities to develop pupils' fluency levels.	Jackie Manning, Katherine March	September 2021
Total budgeted cost					£116,160

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All year 6 PP children make progress in line or above all children Nationally from the same starting point.	One to one and small group support provided by an additional Year 6 teacher and a teaching assistant	Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. This is a successful ongoing strategy used to ensure children make at least expected progress in Year 6 where we ensure more sustained engagement and work which is more closely matched to learners' needs.	Regular assessments used to evaluate the impact and measure progress. Weekly evaluation books completed by teachers and shared with SLT. Termly pupil progress meetings and reports for governors and SIP. Think pink challenges to be addressed by the children themselves but supported by staff where necessary to ensure fewer misconceptions in future lessons.	Year 6 staff Katie Skinner	September 2021

Improve cultural literacy in order to eliminate poverty of language for all PP children in school.	Screening of all children entering EYFS Individual and small group speech and language programmes tailored to individual needs To build children's character with a focus on supporting confidence and resilience post-lockdown	Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. The increase on staff knowledge of speech and language issues mean that early identification will mean that children can receive targeted support quickly. Children to take responsibility to have an impact on the school and local community. According to the DfE, children can build character traits through experiences of five foundations - Sport. Creative, Volunteering, World of Work and Performance.	Children with speech and language issues will be quickly identified and targeted intervention can begin using Early talk boost in Nursery and Sound Awareness in Reception and Year 1. Progress can be monitored and support put in place if needed. Children will be able to access the curriculum due to the support and strategies in place. Evidence collected in Journey of Beech Hill books. Class displays collecting evidence for class Character Award. All year groups to work with local area links- care home/ library/ church.	Kayleigh Farnham Jen Lisle Julie Kemp	September 2021
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Continued high attendance rates for pupils eligible for PP.	Numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and termly prizes for full classes. Parents are 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. Year 6 Attendance Champions appointed and Funky Focus Target Group identified to ensure progress towards attendance targets.	Children can only make progress if they are in school and accessing lessons. Families need to support the school in its approach towards improving attendance so we are trying new strategies to engage parents and therefore engage children. Research suggests that a supportive and punitive approach to attendance works best with many families.	Attendance will continue to improve for those not meeting current targets. Better attendance in school will result in better progress made. Family Support Officer to monitor attendance of groups and individuals and act upon any attendance levels causing concern. Legal consequences for consistent and unauthorised low attendance.	Sharron Macdonald Lynn Woodward	September 2021
Total budgeted cost					£52,162

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased cultural capital through cultural and curriculum visits / experiences funded by school for HA PP. This will impact positively on pupil achievement for these groups.	Children across the school to participate in a wide variety of funded experiences including residential trips from year 4 (to resume if/when possible in accordance with current Covid guidelines). Staff to offer a large range of after school clubs (to resume if/when possible in accordance with current Covid guidelines). Pupil Premium Champions to continue to follow up on any extra visits/ experiences available to individuals and groups. To give children a better understanding of career choices available to them through STEM. It will be organised for visitors to come into school and experiences to take place on school grounds where trips are not possible due to Covid restrictions.	Previous data shows us that children who have accessed a range of educational opportunities within and beyond the school day achieve more highly. The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. 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.	All children in school including those entitled to pupil premium will access a wide variety of educational and residential trips which will impact upon their confidence, resilience, social skills as well as academic progress. Where trips are limited due to Covid restrictions, alternative experiences will take place in school wherever possible. We have mapped out trip areas across the whole school to ensure that all children are accessing a farm, a beach and a woodland before they leave KS1 and these trips can then be repeated as appropriate. Many trips are linked to topics covered across school however we also take children on trips that are purely for the experience and enjoyment. STEM club delivered weekly by Science coordinator to promote enjoyment and inclusion of all in Science, technology, engineering and maths (to resume once clubs are up and running again).	SLT/Class Teachers Katherine March Paula Dickenson Liz Scott Beth McDonough	September 2021

To support PP children in understanding how they can flourish.	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.	The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers. Members of staff leading Flourishing sessions will feed back to class teachers regularly with targets addressing individual needs so that they can be followed up in class and shared with parents and families. Staff will reflect on their training sessions and evaluate how this has impacted upon their practice.	Sharron Macdonald/Paul-Nelson Taylor Fiona Donaldson	September 2021
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To support PP children in understanding how they can flourish.	Flourishing lead to monitor the wellbeing of pupils in school. 3 children in Year 6 given the role of Character Champions to meet with Kayleigh Farnham half-termly. 3 children in Year 6 given the role of Flourishing Champions to meet with Fiona Donaldson half-termly. Character targets given to all children and lessons explicitly taught to address these.	According to the EEF Toolkit, on average, social and emotional learning (SEL) interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	Fiona Donaldson to continue to liaise with pupils across the school throughout the year to ensure that they are aware of how to flourish in school and to identify areas for development in certain groups and individuals. Design intervention to meet the needs of any pupils/groups. Teachers to continue to use 'Flourishing wheels' created by Fiona Donaldson to ensure that pupils meet the agreed targets for their age. All children have character targets and these are progressive throughout school. The children gain a range of experiences that support their character development with a focus on the 5 DfE Character foundations- Sport, Volunteering, Creativity, World of Work and Performing- this is monitored daily to ensure our children have a balance of all foundations. Enterprise week allowed children to take ownership and demonstrate a range of virtues whilst raising money for a charity of their choice.	Fiona Donaldson Kayleigh Farnham	September 2021
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To continue to support PP children in understanding how they can flourish.	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.	Refer back to the report provided by Children North East when planning events and activities in school and outside of school to ensure that all pupils are included and alternatives are provided where cost may be an issue. Remind staff regularly about actions previously implemented and ensure that they bear in mind the point of view of the PP children when organising anything in school. Carry out another survey to see if opinions on particular aspects of the school day have changed e.g. the new lunch band system.	Jess Eatock Paula Dickenson Katherine March	September 2021
Total budgeted cost					£81,848

6. Review of expenditure				
Previous Academic Year		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve cultural literacy in order to eliminate poverty of language for all PP children in school. Ensure progress of higher attainers who are entitled to PP.	The continuation of the Primary Writing Project Deputy Heads release time to support staff in raising writing attainment.	Green house vocabulary is displayed in all classrooms for all subjects so children are permanently exposed to high quality vocabulary. Vocabulary from greenhouse words is evident in books, showing that children are using these new words. A balanced range of non-fiction and fiction was taught within literacy units and available to read freely. Deeper reading texts were broad, covering a range of genres. Children were provided with with key life experiences via the vehicle of literature (wider reading). 1:1 coaching sessions were held with staff around planning, delivery and use of the progression documents. Peer observations were arranged to upskill teachers in a particular area. Audits showed that PP children were accessing a range of streamed focused learning.	Displaying and discussing greenhouse words leads to a wider range of vocabulary in children’s work. Staff feel confident to plan and deliver a range of literacy units that cover different genres and text types. Despite a lack of life experiences, children can still apply learnt vocabulary into their work. Teachers can gain a lot of expertise from watching each other. Audits showed areas that needed to be developed, were identified and addressed quickly with staff.	£

All year 6 PP children make progress in line or above all children Nationally from the same starting point.	Develop the language and verbal reasoning of literacy and mathematics	Writing: All but one pupil PP child made expected progress. 36/37 (97%) Reading: All pp children made expected progress 37/37 (100%) Booster after school clubs implemented from October half term focussed on reading and SPAG. Weekly spellings, grammar and punctuation homework set related to lessons being currently taught. Resources used ensured range of genres are covered in literacy lessons and deeper reading. Spelling shed was used within lessons and at home. Bug club was used to promote reading and understanding of texts through questions. Morning starters 3x a week focussed on current weekly spellings and word of the fortnight. Green house words were referred to in lessons and children were able to apply this to their own writing.	Use of deeper reading standalone lessons on most Friday literacy lessons and also used within new genres of work really helped children to develop their range of vocabulary and grammar knowledge as well as focusing on the structure of writing across different themes. Streamed comprehension allowed for smaller groups where children in the same ability worked together. Texts were chosen depending on gaps in their knowledge. Word of the fortnight allows different nuances of words and how to apply these in different contexts. Modelling written work – conversations between teachers to demonstrated how to edit and improve work further so children could copy this with their peers – evidence on flip chart paper to refer to. Weekly homework addressed in lessons to correct any misconceptions.	
All year 6 PP children make progress in line or above all children Nationally from the same starting point.	Further embedding maths fluency and planning for greater depth learning. White Rose training for all teaching staff.	Maths: 38/38 or 100% of PP children made expected progress. 5/38 or 13% made better than expected progress. Staff had refresher training on using active maths and also how to develop verbal fluency and reasoning.	The white rose resources approach and the new resources such as “true false” questions, “always, sometimes and never” cards and also the teaching videos/sildes have really reinforced our maths provision for children to support verbal reasoning and the use of concrete/pictorial/abstract forms of learning. We will continue to use this	

	Active maths training for all teaching staff.	Resources have been purchased for each year group to support development of verbal fluency and reasoning of pupils and explore reasoning in greater depth in their ability to justify and pose examples for their explanations. Resources continue to be used that marry abstract with concrete or pictorial examples to strengthen understanding. Staff have also had the opportunity to utilise the White Rose maths lessons video and teaching PowerPoints in class and also for home learning provision successfully. The use of flashback four questions regularly as morning starters or recap questions at the beginning of teaching slides have supported children- particularly PP children in refreshing previous skills and previous learning ready to learn the next step. Streamed reasoning continues to be rolled out within key stage Two. The profile of times tables has been raised once again this year with the introduction of tables badges to encourage children to improve their basic skills.	approach to support teaching and learning in maths. The flash back four questions have been a success to support revising previous skills and keeping these fresh and mornings are now more focussed. Tables have taken a step into the spotlight for the better. Teachers to continue to make this a focus with Times Table Rockstars as a valuable source for home learning. Next steps: Continue to address any potential gaps in children's learning due to Covid 19 with refresh lessons incorporated into planning and time provided for key skills practise where possible. Next steps: Alter our approach/expectations when testing tables to marry up with the year 4 tables test: E.g. Tables only, same level of time provided. Children can then move on to related facts as their next step once they are fluent with tables mixed. Next Steps: Develop some method of tracking number bonds facts in key stage one.	
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ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All year 6 PP children make progress in line or above all children Nationally from the same starting point.	One to one and small group support provided by an additional Year 6 teacher and a teaching assistant	Writing: All but one pupil PP child made expected progress. Reading: All pp children made expected progress 2 teachers in deeper reading provided additional support for children. 1 focused on text, developing children's knowledge and skills while the other models how to present information, find key words, provide explanations of unfamiliar vocabulary. Teaching children to read around the text in order to clarify meanings of words. Streamed comprehension allowed for smaller groups where children in the same ability worked together. Texts were chosen depending on gaps in their knowledge. 5 teachers were used and 1 TA so children had quality teaching. 1 child who received 1:1 TA support did not achieve reading progress due to his inability to focus for long periods of time, read and answer questions in a timed environment and unable to control his emotions during tests.	Using 2 teachers, each with a different focus, is an effective use of adults in deeper reading. This will continue next year. Streamed reasoning allowed children to work at a level and pace appropriate for them.	£

Improve cultural literacy in order to eliminate poverty of language for all PP children in school.	Screening of all children entering EYFS Individual and small group speech and language programmes tailored to individual needs To build children's character with a focus on the 5 DfE Character Traits	All Nursery children were screened and any new Reception children that were showing language concerns. Talk Boost to support Nursery in small groups in Spring and Summer term. Sound awareness small groups throughout Reception. Whole school tracking assessment for all children YR 1- 6. This is used to assess and address any language gaps. Greenhouse words and vocabulary from all of the curriculum displayed in class. PWP used to support vocabulary and language development. All children have character targets and these are progressive throughout school. The children gain a range of experiences that support their character development with a focus on the 5 DfE Character foundations- Sport, Volunteering, Creativity, World of Work and Performing- this is monitored daily to ensure our children have a balance of all foundations. Enterprise week allowed children to take ownership and demonstrate a range of virtues whilst raising money for a charity of their choice.	These approaches were effective and will continue to be used across the school this academic year. Character targets to focus on post-lockdown characteristics based on the 5 DfE character traits: -Compassion -Gratitude -Resilience -Being Virtuous -Volunteering	
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Continued high attendance rates for pupils eligible for PP.	Numerous incentives for children to strive for high attendance levels, including half-termly prizes for individuals and termly prizes for full classes. Parents are invited in to discuss individual attendance plans and parenting contracts. Smoother and quicker referral to the Attendance Service for those who are not engaging	Incentives for the children continued to generate excitement between year groups and classes. After discussion it was decided that due to lack of engagement in previous years invitations to discuss individual attendance plans would not go ahead. An increased level of letters were sent requesting medical evidence and advising absences will not be authorised without engagement and evidence. 28 parenting contracts were sent, 6 parents/carers responded and signed the contracts, a further 6 attended but refused to sign contracts, they were happy for discussion to be recorded. 16 did not attend the meeting, follow up letters were sent but no response. 26 did see an improvement in	This will continue with Mrs Woodward, our new Attendance Officer. Mrs Woodward is considering new initiatives and incentives for the children. Mrs Woodward will continue to send letters re parenting contracts and send requests for medical evidence for illness which have proved more effective. Letters sent regarding holiday requests and impact on attendance have been very successful.	
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased cultural capital through cultural and curriculum visits / experiences funded by school for HA PP. This will impact positively on pupil achievement for these groups.	Children across the school to participate in a wide variety of funded experiences including residential trips from year 4. Staff to offer a large range of after school clubs.	Pupils accessed arrange of trips (residential and day trips) as well as visitors into school. Children in both Years 4 and 5 were able to access residential trips which the children thoroughly enjoyed and the trips were very successful. We had trips based on STEM activities as well as those based on Poverty of Experience. It gave children a wider knowledge of careers available for the future as well as enjoying places and	We would love to continue with the trips and residential however we will need to look at COVID appropriate experiences. Initially, we are investigating Team building days in school for KS2 in the Autumn term then potentially days out/ residential in the spring/summer terms depending on the situation.	£

	Pupil Premium Champion to continue to follow up on any extra visits/ experiences available to individuals and groups. To give children a better understanding of career choices available to them through STEM.	experiences they may not have been to/had before. We continued to provide a wide range of after-school clubs, including forest school, science and ICT. Swimming club was extremely popular and allowed children who wouldn't otherwise access the pool to go swimming with their friends on a weekly basis. Health Week allowed children to have a go at new sports and find out about opportunities in the local area. We continued to work with NUSTEM (based at Northumbria university) to enrich the experiences of our children. Two pupil premium year 4 children attended a week long summer activity camp in 2019 to further their skills. Visitors from Northumbria university delivered workshops across the whole school age range providing STEM opportunities for all. 10 Year 5 children took part in the "girls into science project" visiting Newcastle University and taking part in a range of workshops there. Science week provided opportunities to look at STEM careers and these were supplemented with a range of activities in the classroom. Science assemblies in KS2 regularly focussed on different	Children enjoyed Health Week but very few then follow up by joining an external club. After school clubs provided on site are much more effective in getting children active and encouraging them to broaden their experiences. We will continue to offer a range of clubs as Covid guidelines allow, and in the meantime will begin to offer a lunchtime club for each 'bubble'. We are continuing to investigate ways of bringing professionals into school to continue to promote a wide range of careers.	
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		STEM career choices available to inform the children.		
To support PP children in understanding how they can flourish.	Targeted children participate in Thrive sessions	Children were identified early in the school year (unless they were already being supported) and the focus of the flourishing sessions decided. Children who take part in flourishing sessions are given the chance to talk and reflect out of the classroom and allow them to focus on their mental wellbeing Children have been targeted across the school for intervention. Interventions have included 1:1 sessions for children with targeted work. Curious beasts – workshops were shared with children which aims to develop their social and emotional wellbeing. The workshop was narrated by an Explorer (professional Actor and Puppeteer) who is on the hunt for 5 mysterious puppet creatures hiding deep in a jungle of trees and rocks. Children will be asked to think about how similar they are to each puppet creature and use coins they are given to let us know how they feel. The results were analysed small groups of children attended sessions focused around resilience and confidence building sessions to be held in school. Each session was delivered by qualified teachers who have specialist knowledge of nurture work. The children loved their sessions but results are yet to be analysed as covid interrupted the final session. This is to be analysed later in this academic year.	It is clear that extra flourishing provision is useful for children to be given the opportunity to talk. I think it is important to consider in the current climate how we can replicate some of these systems on a wider scale. A second intervention with curious beasts has begun in school.	

		Positive feedback has been received regarding children attending flourishing sessions. Staff have reported increased confidence in children attending.	Wellbeing sessions continue with children, these are to be re visited and changes will be made to reflect the concerns that staff have shared regarding children's current emotional wellbeing following the lockdown and return to school	
To support PP children in understanding how they can flourish.	Flourishing lead to monitor the wellbeing of pupils in school. 2 children in Year 6 given the role as flourishing champions to meet with Fiona Donaldson half-termly.	We successfully implemented a system taking into account the thoughts from all staff and designed a set of age appropriate objectives based around the PERMA model. This allowed staff to focus in on specific skills and the children were able to see how they we progression as each part of their target sheet was coloured. Flourishing champions in Year 6 loved to meet with FD to discuss flourishing across school and what it meant to them.	The monitoring of flourishing was interrupted by the Corona virus and our focus has changed but we will be looking at new ways to monitor pupil flourishing in the new normal. This will be focussing on more basic needs with a view to eventually returning to the previous system which was working well.	
To support PP children in understanding how they can flourish.	Poverty Proofing audit to take place in school.	All children, parents and staff were given the opportunity to express an opinion about a wide range of aspects of the school day. This was recorded anonymously. It was extremely encouraging to hear so many positives coming from the children themselves about our school and the way they feel in school on a daily basis. The feedback from Children North East, the charity which carries out the Poverty Proofing process, allowed us to consider actions to improve the school day for those eligible for the	This was an invaluable exercise to see the school day and regular events in school from the children's point of view, particularly those who are eligible for Pupil Premium. It was clear that there were a lot of minor changes we could make as a staff to ensure that all children feel included in every aspect of school life and this is something that we will continue to bear in mind when planning future events such as fairs and trips in school.	

		Pupil Premium by looking through the child's eyes. All staff were given training after the Poverty Proofing report had been shared and this led to a very proactive discussion about immediate changes we could make in school. In many ways, the feedback and training gave staff a different mindset and we now always have the questions in the back of our minds, 'does this include PP children?' and 'are there any barriers for PP children to access this event?'		
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