

Annex 2c: Pupil premium strategy statement (primary)

School	Walbottle Village Primary School				
Academic Year	20-21	Total PP budget	£84, 735	Date of most recent PP Review	Sept 2020
Total number of pupils	172	Number of pupils eligible for PP	61	Date for next PP Strategy Review	Sept 2021

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% At Standard in reading, writing & maths (or equivalent)	50%	80%
% At Standard or above in reading	67%	90%
% At Standard or above in writing	67%	95%
% At standard or above in maths	83%	80%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Low developmental starting points for some PP children in Early Years, including oral language skills, impacts meeting early learning goals and slows literacy progress in subsequent years.
B.	There is limited time to minimise the impact of the Covid-19 school closure had on academic and personal progress of Year 6 PP children and to ensure the children are secondary school ready.
C.	Covid-19 lockdown has resulted in missed learning and opportunities for personal development. Gaps in knowledge and missed experiences have resulted in lower attainment and slower progress for some PP children.

External barriers (*issues which a so require action outside school, such as low attendance rates*)

D.	Attendance rates for pupils eligible for PP and whom are persistent absentees. Attendance rates for pupils eligible for PP last year were 92% compared to the figure nationally 96%. This reduces their school hours and causes them to fall behind on average.
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4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Offer 30 hours free childcare in Nursery to ensure children are starting school sooner, and more children are in education full time from the term after their 3 rd birthday, so the gap between advantaged and disadvantaged children can be narrowed at the earliest age.	<p>Increased numbers of children attending nursery for 30 hours.</p> <p>Progress of PP children monitored termly to ensure they are making rapid development and progress towards meeting early learning milestones.</p> <p>SLT will meet with nursery teacher to discuss progress of all pupils eligible for PP termly.</p>
B.	Increase oral language and early literacy skills, narrowing the gap between PP and non-PP children, in EYFS.	<p>Increase the number of PP children reaching the EYFS early learning goals relating to language, communication and literacy so that the gap between PP and non-PP is narrow.</p> <p>Action plans, SpLC support and interventions put in place to accelerate progress in oral language and early literacy skills</p> <p>Higher numbers of PP children reaching the standard in reading and writing in subsequent years.</p>

<p>C.</p>	<p>Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point and are secondary school ready by the end of the school year.</p>	<p>Progress of all groups monitored termly to ensure every Year 6 pupil is on track to make progress at least in line with other children nationally of same starting point. After school lessons boost progress and close gaps in knowledge of those who are eligible for PP.</p> <p>Year 6 teacher or member of SLT to meet with all Year 6 PP pupils and discuss individual barriers to learning and in partnership plan for support and entitlement.</p> <p>Year 6 teacher or member of SLT to meet with all Year 6 PP pupils and discuss transition to secondary school and offer support around this.</p>
<p>D.</p>	<p>Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP make at least expected amount of progress from baseline to end of year result and reach targeted level.</p> <p>SLT to meet with teachers termly to discuss the progress of all pupils, focussing on PP children and the gap between advantaged and disadvantaged pupils. Action plans to be put in place.</p> <p>Continue to monitor action plans for intervention/ regrouping so that PP/SEN groups make rapid progress and make progress in line or above all children nationally.</p>

E.	Provide social and personal developmental opportunities and mental health support to PP pupils and families.	<p>Pupils eligible for PP feel loved, happy and safe in school. Support is given to those who require it through counselling services, educational psychologist involvement, SEN services and family support officer.</p> <p>PP families in need of support identified and offered support through family support coordinator.</p>
F.	Improve cultural literacy in order to eliminate poverty of language for all PP children.	<p>Pupils eligible for PP make rapid progress by the end of the year so that all pupils eligible for PP meet or exceed age related expectations.</p> <p>Pupils eligible for PP will flourish in written assignments and in t4w exercises due to the experiences they have had and learning from a language rich environment. Children will be encouraged to use ambitious vocabulary in lessons. Teachers will model the use of adventurous vocabulary.</p>
G.	Increase attendance rates for pupils eligible for PP. to ensure missed education is kept to a minimum moving forward	<p>Increased attendance rates for pupils eligible for PP. Reduce the number of disadvantaged persistent absentees Overall PP attendance improves from 93% to 96% in line with 'other' PP pupils nationally. Disadvantaged persistent absentees attend school more regularly.</p>

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?
<p><u>BARRIER A</u></p> <p>A. Offer 30 hours free childcare in Nursery to ensure children are starting school sooner and more children are in education full time from the term after their 3rd birthday so the gap between advantaged and disadvantaged children can be narrowed at the earliest age.</p> <p>B. Increase oral language and early literacy skills, narrowing the gap between PP and non-PP children, in EYFS.</p> <p>F. Improve cultural literacy in order to eliminate poverty of language for all PP children.</p>	<p>The use of a T4W approach (The Primary Writing Project) to literacy teaching and Read, Write, Inc. for phonics teaching.</p> <p>Continued monitoring of teaching and learning, support and CPD for all staff including teachers and teaching assistants.</p> <p>Improved reading offer in school through shared reading and frequent 1:1 reading and the investment in Read, Write, Inc. reading scheme to provide home reading scheme which matches in-school teaching.</p>	<p>-The Primary Writing Project (PWP) aims to improve engagement in reading and writing and focuses on the principles of oral retelling of stories, innovating and inventing stories.</p> <p>--Engaging with a wide variety of texts will also expand vocabulary and make it a focus of teaching. Rigorous vocabulary learning is encouraged as a part of the PWP. Classrooms are rich in vocabulary reflecting the units of teaching and learning.</p> <p>-Consistent and structured teaching through systematic phonics scheme, taught daily and discretely, to ensure high quality phonics teaching and outcomes. Phonics results since the implementation of RWI phonics scheme have been excellent, 2019 results were (2020 screening and results postponed due to Covid-19)</p> <p>-High quality texts, explicit teaching of reading skills, daily story times and 3 x weekly 1:1 reading opportunities expose the children to high quality vocabulary and understanding of language.</p>	<p>-EYFS lead and SLT to monitor progress and quality of teaching in nursery.</p> <p>-We will continue to pay a TLR to the literacy lead who continues to monitor the implementation of the project.</p> <p>-Literacy lead and SLT to monitor teaching of literacy and reading.</p> <p>-SLT to have termly progress meetings with nursery teacher to discuss progress and action plans.</p> <p>-Support for parents so effective reading and phonics teaching, inline with systems used in school, can be delivered at home.</p>	<p>Literacy lead and Phonics lead</p> <p>HT</p> <p>DHT</p> <p>EYFS lead</p> <p>Nursery teacher</p>	<p>September 2021</p>

		-Home reading books which match the in school phonics scheme enable consolidation of phonics teaching at home.			
<p>BARRIER B</p> <p>C. Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point.</p> <p>D. Use assessment procedures to identify gaps in the knowledge of pupils</p> <p>F. Improve cultural literacy in order to eliminate poverty of language for all PP children.</p>	<p>The use of a T4W approach (PWP) to literacy teaching.</p> <p>CPD and support for new to Year 6 teacher.</p> <p>Baseline assessments and frequent (minimum of half termly) to inform planning and teaching</p> <p>Increased reading offer (shared reading for explicit teaching of reading skills, high quality texts, and additional 1:1 reading sessions for lower attaining PP children).</p> <p>Vocabulary teaching through PWP.</p>	<p>-The PWP focusses on high quality talk4writing teaching which aims to improve engagement in reading and writing. The approach focusses on rigorous vocabulary teaching and the internalisation of high quality texts.</p> <p>-CPD to support new to Year 6 teacher so she is confident and familiar with curriculum and assessment procedures.</p> <p>-Frequent assessments to monitor progress, identify gaps and priority areas and enable focussed teaching for PP children.</p> <p>-Frequent reading and the continuation of shared reading approach to improve reading skills. The implementation of shared reading last year saw reading results at the end of KS2 (based on teacher assessment due to Covid-19) increase significantly on the previous year with 85% reaching the standard or above (38% greater depth) in 2020</p>	<p>-Monitoring of teaching and learning by SLT and subject leads</p> <p>-Support from previous Year 6 teacher before going on maternity leave, through keeping in touch days and on return from maternity leave.</p> <p>-Newcastle City Council support/ CPD training for Year 6 teachers</p> <p>-In school and across academy assessment moderation/ support</p> <p>-SATs information and support for parents</p>	<p>HT (AO) DHT (FS/SP)</p> <p>Subject leads</p> <p>AI</p> <p>RMc (Y6 teacher)</p>	<p>Summer 2021</p>
<p>BARRIER C</p> <p>D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra support for children eligible for PP.</p>	<p>-Minimum of termly assessments to measure progress to inform teaching and learning</p> <p>-Increased reading offer (shared reading for explicit teaching of reading skills, high quality texts, and</p>	<p>-Frequent assessments to monitor progress, identify gaps and priority areas and enable focussed action plans for PP children. Baseline assessments will establish gaps in knowledge caused by Covid-19 school closure so curriculum design/action plans can ensure maximum progress.</p> <p>-High quality reading opportunities, focussed reading and phonics teaching and frequent</p>	<p>-Termly progress meetings with SLT to discuss progress, focussing on PP gap, and to create effective action plans.</p> <p>-Subject leads and SLT to monitor curriculum design and planning.</p> <p>-Staff to write fortnightly evaluations of learning and next steps for SLT.</p>	<p>Class teachers</p> <p>HT</p> <p>DHT</p> <p>Subject leads</p>	<p>September 2021</p>

<p>F. Improve cultural literacy in order to eliminate poverty of language for all PP children.</p>	<p>additional 1:1 reading sessions) and implementation of RWI reading scheme in EYS/KS1.</p> <p>-High quality teaching across the curriculum, including a new discrete approach to foundation subject teaching/curriculum design, PWP for literacy, RWI for phonics and shared reading.</p> <p>- A rich and varied curriculum and learning experience for all children</p> <p>-Visits and trips (dependent on covid-19 guidelines) and external agencies used to enrich learning</p>	<p>reading in school will ensure rapid reading progress and minimise reading regression caused by Covid-19 lockdown.</p> <p>-Implementation of new foundation curriculum to ensure high quality teaching and learning in all subjects. The curriculum design is one which is progressive and eliminates poverty of language and experience through opportunity and experience. The intended impact is that children will develop the skills and knowledge and have the opportunities and experiences to succeed later in life. Our curriculum will remove social barriers in order that all children are equipped with the skills and knowledge needed to thrive and make a positive difference in society. Our curriculum will be sequential, progressive and enjoyable. It is for pupils and reflects the social context of our school.</p> <p>-Whole school approaches to teaching (through systems such PWP and RWI) ensure consistency and anatomy in teaching standards across school by creating high quality teaching culture.</p>			
<p><u>Barrier D</u></p> <p>G. ncrease attendance rates for pupils eligible for PP. to ensure missed education is kept to a minimum moving forward</p>	<p>Numerous incentives for children to strive for high attendance levels, including half-termly trips for full classes, golden ticket rewarded to individuals with 100% weekly attendance, as part of whole school behaviour/ attendance system where</p>	<p>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.</p>	<p>Attendance will improve for those not meeting current targets. Better attendance in school will result in better progress made. Legal consequences for consistent and unauthorised low attendance</p>	<p>All teachers/ SLT to monitor Office staff/ attendance officer</p>	<p>Summer 2020</p>

	children swap points for rewards. Parents are invited in to discuss individual attendance plans and parenting contracts. Attendance Service for those who are not engaging appropriately. Fines for those who take term time holidays				TOTAL - £44,356
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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?
<u>Barrier A</u> A. Offer 30 hours free childcare in Nursery to ensure children are starting school sooner so the gap between advantaged and disadvantaged children can be narrowed at the earliest age.	Identify PP children with low starting points, through baseline assessments, to ensure action plans, interventions and if necessary, external agency support is implemented.	- Establishing which children have low starting points and identifying any barriers to learning will enable children to get the relevant support and targeted teaching. By getting children who are eligible for PP into school sooner, we can address issues earlier, provide earlier support and begin education. Early intervention can ensure better progress not only when in EYs but also in subsequent years.	-Record kept of children receiving subsidised 30 free hours in nursery -Action plans in place for PP children to design personalised educational plan -Record of referrals or external support kept -Progress of these children reported through fortnightly teaching evaluations written for SLT --Termly PP audit map produced by class teachers and reported to SLT	SLT Nursery teacher EYFS lead	September 2021
<u>Barrier B</u> C. Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally	Minimum of half termly assessments to monitor progress and enable action plans which outline targeted support for PP children.	-Frequent assessments to monitor progress, identify gaps and priority areas and enable focussed action plans for PP children. -Interventions to be provided to close gaps in knowledge, provide further support and increase confidence in PP children. Interventions provided	-SLT to have termly progress meetings to monitor progress and support with action planning. -Interventions and after school lessons provided by teachers, subject leads/specialist leaders and TAs	RMc (Y6 teacher) HT SLE	September 2021

<p>from the same starting point. D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP</p>	<p>Interventions, in-class support and after school booster lessons to accelerate progress.</p>	<p>by a range of staff so specialist knowledge and skills can be shared, for example maths lead/ SLE will provide maths booster sessions to Year 6 pupils. This is particularly important due to gaps caused by missed education during school closures due to Covid-19.</p>	<p>-Termly PP audit map produced by class teachers and reported to SLT</p>	<p>DHT</p>	
<p><u>Barrier C</u> D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP E. Provide social and personal developmental opportunities and mental health support to PP pupils and families.</p>	<p>-Interventions, in-class support and after school booster lessons to accelerate progress. -After school lessons and clubs (dependent on covid-19 guidelines) -Learning and teaching around pandemic to evaluate the impact and offer support. -External mental health support and specialist (RISE) services in school</p>	<p>-Carefully planned interventions will enable us to provide learning support and 'catch-up' programmes following Covid-19 school closure for most pupils. - Provide PP with additional learning opportunities or the chance to learn new skills -Minimise the long term impact on children, particularly those who are disadvantaged, caused from school closure and different levels of home school support. -Support worker Education Mental Health Practitioner to work with school to support the needs of our children. Will provide group sessions, training, advice/training for staff, lesson materials (including directly linked to impact of covid-19) and 1:1 counselling for referred children.</p>	<p>-SLT to have termly progress meetings to monitor progress and support with action planning. -Subject leads to monitor teaching and learning -Class teachers and TAs to report academic progress and wellbeing of children to SLT through evaluations and frequent conversations. Class teachers to refer families to Family Support Officer if extra support is needed. -Termly PP audit map produced by class teachers and reported to SLT - Referrals and discussions with SLT/ SENCO/ Parents/ children. Monitor how many PP children access this service.</p>	<p>SLT- HT and DHT Subject leaders Class teachers RISE mental health specialist (LT)</p>	
Total budgeted cost					£24,500
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?
<p><u>Barrier C and D</u></p> <p>E. Provide social and personal developmental opportunities and mental health support to PP pupils and families</p>	<ul style="list-style-type: none"> - Ensure all children have basic needs met when in school, such as having breakfast (breakfast club suspended due to covid-19 guidelines) and feeling safe and loved. -Support for families from family support officer and in-school staff -External mental health support and specialist (RISE) services in school -Poverty proofed guidelines followed (poverty proofing completed in 2019) -Uniform provided to families in need of financial support 	<ul style="list-style-type: none"> -Making sure that all children receive a healthy and nutritional breakfast every day. As a result of a healthy breakfast children are ready to learn. Due to Covid-19, breakfast club is unable to take place but we will still provide children with a breakfast or more food throughout the day if they need it. -Ensuring children have their basic needs met enables them to be ready to learn. Meeting and supporting children's social and emotional needs enables personal development. Counselling and mental health support offered if needed. --Support worker Education Mental Health Practitioner to work with school to support the needs of our children. Will provide group sessions, training, advice/training for staff, lesson materials (including directly linked to impact of covid-19) and 1:1 counselling for referred children. - Covid-19 secure procedures and extra support whilst pandemic is ongoing to ensure children feel safe in school and parents feel confident sending children to school (essential to maximise attendance). -Mental health and emotional impact caused by the pandemic and lockdown to be monitored in our children and families through pupil and parent voice opportunities --Meetings/discussion/ questionnaire findings with children and families to establish support 	<ul style="list-style-type: none"> -More children entitled to pupil premium will access the services/opportunities available to them. This will be logged electronically and managed. -Mental health and the impact of Covid-19 learning planned for and implemented. Outcomes of sessions to be evaluated. Children presenting as needed extra support to be referred through SENCO or SLT. Discussions with staff and external agencies to take place and progress of children to be monitored. -Covid-19 guidelines to be monitored, implemented and followed. SLT to work at an academy level to ensure risk assessments and plans are up to date and in place. SLT to provide updates to staff and parents and class teachers to be in frequent communication with families. - Responses to pupil and parent voice will be recorded, actioned and evaluated. -PP audits (PP map) conducted termly to record which provision and services subsidised by school the eligible children are accessing. Class teachers to consider the impact this is having on the children and report to SLT. Recording this will enable us to encourage all eligible children to utilise 	<p>SLT/class teachers</p> <p>SENCO DHT</p> <p>Family support Officer</p>	<p>September 2021</p>

		<p>needed, including that caused by pandemic/lockdown will allow school to offer targeted support to PP children</p> <p>-Children to benefit from wider experiences and opportunities that contribute to the wider ethos of the school (e.g. trips, visitors, sports, performances). This will offer experiences and opportunities to learn skills which will boost self-esteem.</p> <p>-Poverty Proofing guidelines continued to be followed in school to make school poverty proof and ensure all families can access experiences and opportunities.</p> <p>-Provision and financial support for PP families (breakfast club (or breakfast food until the club can resume when Covid-19 guidelines allow it), paid for trips/visits, free clubs and after school tuition, uniform supplied, paid for music lessons) ensure children have opportunities to have needs met, to have broad and varied experiences and learn new skills.</p>	<p>support available and make sure all eligible children are getting maximum offering.</p> <p>-Share poverty proofing recommendations with parents so they know what to expect from school, the rationale behind decisions and what they can request further support with.</p>		
<p>Barrier B Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point and are secondary school ready by the end of the school year.</p>	<p>-Work closely with secondary schools on transitional support and provide support for children to put in place secondary school transition plan for Year 6 children.</p>	<p>-Ensure children are secondary school ready and are not disadvantaged/underprepared as a result of missed time in education during Covid-19 school closure for current Year 6 pupils.</p>	<p>- A secondary transition plan put in place to support children in Year 6.</p>	<p>SLT Y6 teacher</p>	<p>September 2021</p>
Total budgeted cost					£21,000

6. Review of expenditure				
Previous Academic Year		2020/2021		
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
<u>Barrier A</u> A. Offer 30 hours free childcare in Nursery to ensure children are starting school sooner so the gap between advantaged and disadvantaged children can be narrowed at the earliest age.	Identify PP children with low starting points, through baseline assessments, to ensure action plans, interventions and if necessary, external agency support is implemented..	<p>Offering the 30 free hours has been a huge benefit for our disadvantaged children. With a focus on improving speech and language at the forefront in EY, this strategy helped to expose children to a vocabulary rich environment has had a very positive impact on our children. Children started with us only being able to say a few words and are now talking in sentences!</p> <p>Not only that but it has had a very positive impact on attendance. In previous years when we did not offer 30 hours for everyone, some children who attended only mornings had poor attendance. Perhaps some parents did not want to make the journey to and from home just to have to come back a couple hours later, particularly on bad weather days. Improved attendance naturally brings improved outcomes.</p>	This has been a successful strategy and we will continue to offer 30 hours free childcare.	£29,000

<p><u>Barrier B</u></p> <p>C. Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point.</p> <p>D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP</p>	<p>Minimum of half termly assessments to monitor progress and enable action plans which outline targeted support for PP children.</p> <p>Interventions, in-class support and after school booster lessons to accelerate progress.</p>	<p>Head teacher met Y6 teacher every term where possible in amongst school closures to discuss how disadvantaged children were performing compared to non-disadvantaged peers. Children were targeted for intervention based on termly assessments in reading, writing and maths. Close tracking for these pupils allowed for any issues to be addressed quickly. TAs were redeployed throughout the year so that additional in class support would boost attainment for those falling behind.</p> <p>KS2 results 2020/21 (disadvantaged group) Reading – 90% Writing – 90% Maths – 70%</p> <p>This was an improvement of 33% in Reading and Writing from the previous year but decreasing by 13% in maths.</p>	<p>Disadvantaged children benefit from the targeted intervention however, maths targeted intervention should remain a priority next year.</p> <p>TA redeployment throughout the year will continue where need is greatest.</p>	
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<p><u>BARRIER C</u></p> <p>D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra support for children eligible for PP.</p> <p>F. Improve cultural literacy in order to eliminate poverty of language for all PP children.</p>	<ul style="list-style-type: none"> -Minimum of termly assessments to measure progress to inform teaching and learning -Increased reading offer (shared reading for explicit teaching of reading skills, high quality texts, and additional 1:1 reading sessions) and implementation of RWI reading scheme in EYS/KS1. -High quality teaching across the curriculum, including a new discrete approach to foundation subject teaching/curriculum design, PWP for literacy, RWI for phonics and shared reading. - A rich and varied curriculum and learning experience for all children -Visits and trips (dependent on covid-19 guidelines) and external agencies used to enrich learning 	<p>Assessment procedures have helped us to continue to measure progress and attainment of learning across the curriculum.</p> <p>Our reading offer and implementation of a shared reading approach and RWI reading scheme in EYFS/KS1 has benefited our younger children in terms of their vocabulary knowledge and understanding. However, end of KS1 data showed that only 50% of disadvantaged pupils achieved expected level in reading and writing. This was a 20% decrease from the following year. We know the reasons for these dips in attainment for our disadvantaged children are due to the time away from school due to the pandemic, rather than the approaches taken to improve progress.</p>	<p>Not all experiences took place due to school closures and restrictions. We will aim to give children these experiences by the time they finish the end of Y6 (exception of Y6 cohort).</p> <p>Providing opportunities to enrich language through reading schemes and a shared reading approach will continue to be a priority to our school next year.</p>	
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<p><u>Barrier D</u></p> <p>G. Increase attendance rates for pupils eligible for PP. to ensure missed education is kept to a minimum moving forward</p>	<p>Numerous incentives for children to strive for high attendance levels, including half-termly trips for full classes, golden ticket rewarded to individuals with 100% weekly attendance, as part of whole school behaviour/ attendance system where children swap points for rewards. Parents are invited in</p>	<p>A new individual reward system was used as a way to motivate children to come to school every day. Golden tickets were awarded to award those with 100% attendance across a week and were swapped for prizes. There was a marked improvement on some individuals, who had been poor attenders previously.</p> <p>Whole class rewards for best attendance continued to help motivate children and raise the profile of attendance during class assemblies</p> <p>Our attendance officer worked closely with family support worker to help families with parent contracts as well as legally monitoring and referrals to the local authority where appropriate.</p>	<p>The working relationship between our attendance officer and family support worker, alongside our assistant head to improve the rate of attendance has been successful and will continue into next academic year.</p> <p>Newcastle Council provided that the attendance for last year between Sept 2020 and 21/04/21 was 95.1% in Primary schools. For the same period WVP was 95.4%. The figure for WVP at the end of the year 2020/2021 was 94.9%. The persistent absence at the end of July 2021 was 6.9% which was 11 pupils out of 159. 6 were PP and 5 non PP.</p>	
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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
<u>Barrier A</u> A. Offer 30 hours free childcare in Nursery to ensure children are starting school sooner so the gap between advantaged and disadvantaged children can be narrowed at the earliest age.	Identify PP children with low starting points, through baseline assessments, to ensure action plans, interventions and if necessary, external agency support is implemented.	.See above for evaluation.		
<u>Barrier B</u> C. Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point. D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP	Minimum of half termly assessments to monitor progress and enable action plans which outline targeted support for PP children. Interventions, in-class support and after school booster lessons to accelerate progress.	See above for evaluation.		£26,000

<p><u>Barrier C</u> D. Use assessment procedures to identify gaps in the knowledge of pupils and offer extra booster sessions, interventions and support for children eligible for PP E. Provide social and personal developmental opportunities and mental health support to PP pupils and families.</p>	<p>-Interventions, in-class support and after school booster lessons to accelerate progress.</p> <p>-After school lessons and clubs (dependent on covid-19 guidelines)</p> <p>-Learning and teaching around pandemic to evaluate the impact and offer support.</p>	<p>Our intention was for children to receive support from professionals as appropriate. These have included SENTASS, educational psychologist and with mental health charity RISE. However, due to pandemic restrictions outside agencies were restricted and could therefore not provide the support needed.</p> <p>Therefore, our trained staff provided extra opportunities for children to reflect and talk through any worries. Class teachers helped support any worries through whole class, group or individual activities.</p>	<p>Next year we are hoping that restrictions will be relaxed and external agencies can resume or restart small group and individual sessions to help provide support around mental health and developmental delay.</p>	<p>£18,000</p>
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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
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<p><u>Barrier C and D</u></p> <p>E. Provide social and personal developmental opportunities and mental health support to PP pupils and families</p>	<ul style="list-style-type: none"> - Ensure all children have basic needs met when in school, such as having breakfast (breakfast club suspended due to covid-19 guidelines) and feeling safe and loved. -Support for families from family support officer and in-school staff -External mental health support and specialist 	<p>During the pandemic breakfast club could not run in the usual way. School used the premium to supply disadvantaged families with meal vouchers and paid for weekly shopping where families were struggling.</p>	<p>Breakfast club will continue to run in its usual way in 2021-2022 given we follow health and safety procedures/ risk assessments to stop the spread of coronavirus.</p> <p>4 teaching assistants will be employed to run a breakfast club and the premium will be used to fund the extra hour they are working.</p>	<p><u>£11,000</u></p>
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<p><u>Barrier B</u> Ensure all Y6, who are eligible for PP, make progress in line or above all children nationally from the same starting point and are secondary school ready by the end of the school year.</p>	<p>-Work closely with secondary schools on transitional support and provide support for children to put in place secondary school transition plan for Year 6 children.</p>	<p>A telephone conversation with our Y6 teacher and high school to discuss disadvantaged children helped the transition for these pupils. There was a planned transition day but this was cancelled due to COVID. However, transition resources were completed in school. The Head teacher of other feeder schools came to meet personally with some of our students which helped aid their transition.</p>	<p>Due to restrictions schools were prohibited to work together and therefore we couldn't provide the support for the children around their transition as we would have liked. We did the best we could with the resources we had.</p> <p>We hope next year we can work closely with schools to provide them with this transitional support.</p>	
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