



Tudhoe Colliery Primary School Pupil Premium Strategy Statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tudhoe Colliery Primary School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021~2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Jim Smith
Pupil premium lead	Allison Boustead
Governor lead	Jill Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,335
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£72,150

Part A: Pupil premium strategy plan

Statement of intent

At Tudhoe Colliery Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children.
- Having high expectations for all pupils and ensuring all staff believe that all children can achieve well
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective
- Remembering that Pupil Premium is just one measure of being disadvantaged. In developing provision for socially disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points: Our disadvantaged pupils commonly show lower levels of literacy and language on entry to school, compounded by the fact our pupils come from up to 7 different nurseries, or have no nursery provision at all.
2	Less engagement with home reading: Less engagement in supporting children at home with reading means we need to ensure children have opportunities to read regularly in school. Additional reading interventions are often needed to support disadvantaged children's reading progress.
3	Weaknesses in Basic Skills: The Covid lockdown periods have particularly impacted our disadvantaged pupils basic skills of handwriting, spelling, basic punctuation and basic number understanding.
4.	Assessment for Learning: For strategies to address disadvantage to be effective, formative assessment across all aspects of the curriculum needs to be consistently strong.
5	Weaker oracy skills: Our disadvantaged children are often less confident when speaking in front of others and have weaker oracy skills.

6	Limited experiences outside of school: Our disadvantaged children often have less experiences outside of school, e.g. visits to places of interest e.g. museums, theatres etc.
7.	Lack of resilience and independence: School closure periods have had a negative impact on children's independent learning skills. Many children are struggling in terms of their social and emotional understanding.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations.	Target of 80% of children to meet GLD at the end of Reception.
Ensure that disadvantaged pupils become fluent confident readers.	Numbers of pupils passing phonics test in Year 1 and reaching ARE in Reading in all year groups continues to improve from Summer 2021 data. Assessment data shows progress in children's reading fluency from Autumn 2021 baseline.
Ensure interventions are targeted, effective and run by highly trained staff.	Intervention data shows progress from baseline to end of interventions. Data shows improvements in children's basic skills. Increased number of children working at ARE in Reading, Writing and Maths from Summer 2021 data.
Ensure staff are highly skilled in using formative assessment to identify specific areas children need to improve and ensure actions are taken to address these issues. Ensure assessment is accurate and effective in helping disadvantaged children keep up/catch up.	Data shows improvements in children's basic skills. Teaching is adapted to meet needs. Increased number of children working at ARE in Reading, Writing and Maths from Summer 2021 data.
Ensure disadvantaged pupils are clear and confident speakers.	Regular planned opportunities in place in all areas of the curriculum to develop pupil talk. Observations show speaking and presenting skills of disadvantaged children are improving.

Ensure all children have an opportunity for wide curriculum enrichment through the extra curricular activities and the Tudhoe 30.	<p>Increase in numbers of disadvantaged children attending after school clubs – target 80% each year group.</p> <p>All disadvantaged children complete all Tudhoe 30 experiences during their time at Tudhoe Colliery.</p>
Ensure disadvantaged pupils display effective independent learning behaviours and have strategies to communicate and deal with their emotions.	<p>Independent learning tracking within each class shows increasing numbers of children hitting age related learning goals.</p> <p>Children in social and emotional interventions on a short-term basis – progress from individual baselines is evident.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure high quality targeted group work within Reception, using an additional Teacher (Autumn Term) and additional TA (whole year) to ensure high staffing levels and to allow for more targeted support.	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p> <p>All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds.</p> <p><i>EEF Early Years toolkit: Early Literacy Approaches - additional 6 months progress</i></p>	1
Ensure all children are receiving high quality phonics teaching across Reception and Key Stage 1, by	<p>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.</p>	2

<p>ensuring all staff are RWI trained and receive regular coaching in effective phonics teaching.</p>	<p><i>EEF Teaching toolkit: Phonics – additional 5+ months progress</i></p> <p><i>RWI is an approved DFE Phonics Programme</i></p>	
<p>Adopt the Maths No Problem programme for Maths from Reception to Year 6, ensuring all staff receive high quality training and regular coaching.</p>	<p>The EEF produced a guidance report on improving Mathematics in KS2 and 3 with several recommendations:</p> <ol style="list-style-type: none"> 1. Use assessment to build on pupils' existing knowledge and understanding 2. Use manipulatives and representations 3. Teach pupils strategies for solving problems 4. Enable pupils to develop a rich network of mathematical knowledge 5. Develop pupils' independence and motivation 6. Use tasks and resources to challenge and support pupils' mathematics <p><i>EEF: Improving Maths at KS2 and KS3</i></p>	3
<p>Develop effective assessment approaches in school:</p> <ol style="list-style-type: none"> 1. Ensure training for staff in effective formative assessment. 2. Develop new assessment/data analysis system to allow accurate identification of target children/year groups. 	<p>Effective Assessment Practices are referenced within several EEF Guidance Reports, including Improving Literacy and Maths at KS1 and KS2</p> <p>Identifying pupils who are struggling with their literacy is the first step. This requires teachers to collect accurate and up to date information about pupils' current capabilities, so that they can adapt their teaching to focus on exactly what each pupil needs to progress. <i>(EEF Improving Literacy in KS1)</i></p> <p>Target Teaching and support by accurately assessing pupil needs... Once pupils are identified as struggling, the first step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil. <i>(EEF Improving Literacy in KS2)</i></p> <p>Identifying pupils who are struggling with their literacy is the first step. Diagnostic assessments should then be used to understand the nature of the pupils' difficulty, and match them to an appropriate intervention <i>(EEF Improving Literacy in KS1).</i></p>	4
<p>Employ an additional experienced teacher within upper KS2 for the spring term to allow for targeted support and also to release the Maths lead for</p>	<p>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.</p>	3 and 4

coaching across the school.	<i>EEF Evidence Based Guide for School Improvement Planning 2021-22</i>	
Develop effective approaches to teaching spoken language and discussion skills, through involvement with Stage 2 of Voice 21 Oracy project.	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p><i>EEF toolkit: Oral Language Interventions - additional 6 months progress</i></p>	5

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

Budgeted cost: £20,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement Nuffield early Language Intervention within Reception.	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention.</p> <p><i>EEF toolkit: Communication and language approaches - additional 6 months progress</i></p> <p><i>NELI - additional 10 months progress</i></p>	1
Develop intervention specialist roles where support staff are specifically trained in running structured interventions within a specific area e.g. phonics, reading, maths etc.	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p><i>EEF toolkit – additional 4-6 months progress</i></p>	3

<p>Train upper Key Stage 2 staff in the Reading for Fluency Intervention from Herts for Learning.</p>	<p>Support Pupils to develop fluent reading capabilities. The following approaches are well supported by evidence:</p> <ul style="list-style-type: none"> • Guided oral reading instruction • Repeated reading <p><i>EEF (Improving Literacy in KS2) –</i></p> <p>Over the eight-week period, target pupils receive two 20 minutes teacher-led sessions each week. Using the key strategies of modelled expert reading and echo reading, alongside challenging text selection, pupils have been shown to make dramatic progress across an eight-week intervention period. Pupils made on average 31.5 months progress during the intervention period and have a more positive relationship with books; are more enthusiastic, confident readers with an increased understanding and engagement with texts (Herts for Learning)</p> <p><i>Impact of Fluency Intervention: 31.5 months progress in 8 week period</i></p>	<p>2</p>
<p>Ensure all interventions are rooted in effective assessment practices:</p> <ul style="list-style-type: none"> • Assessment is used to identify pupils and diagnose specific areas of need • Ongoing assessment used throughout intervention sessions • Assessment used to measure progress 	<p>Many research studies on targeted interventions highlight accurate assessment as being key to the success of an intervention, both in terms of identifying children for an intervention and in diagnosing specific needs:</p> <p>Target Teaching and support by accurately assessing pupil needs... Once pupils are identified as struggling, the first step should be to accurately diagnose the specific issue(s) and then carefully plan how to support the pupil. <i>(EEF Improving Literacy in KS2)</i></p> <p>Identifying pupils who are struggling with their literacy is the first step. Diagnostic assessments should then be used to understand the nature of the pupils' difficulty, and match them to an appropriate intervention <i>(EEF Improving Literacy in KS1).</i></p>	<p>4</p>

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

Budgeted cost: £6,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a range of effective Social and Emotional interventions to support children with developing independence and managing emotions.</p> <p>Further develop the role of the school dog in supporting children's emotional needs.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>EEF Toolkit: Additional 4 months progress</p>	7
<p>Develop independent learning behaviours across school through consistent use of Behaviour Wheel values.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>EEF Toolkit: Additional 7 months progress</p>	7
<p>Adapt systems for after school clubs to ensure greater access for disadvantaged pupils.</p>	<p>In school data shows that take up of after school clubs is lower for disadvantaged pupils than non-disadvantaged pupils.</p> <p>A study by the Nuffield Foundation found that after school clubs provide an important route for children taking part in activities outside of</p>	6

<p>Ensure all children have access to the full Tudhoe 30 of experiences.</p>	<p>school. The findings show that disadvantaged children are less likely than other children to access many out of school activities including sports clubs, extra tuition and music lessons.</p> <p>Teachers, parents and children identified a range of positive outcomes from participation in after school clubs, including increases in confidence, self esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.</p>	
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Total budgeted cost: £72,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, other pupil evaluations have been undertaken during the 2020 to 2021 academic year, and we have taken these into account when evaluating our strategy.

Assessments completed in June 2021 indicate that:

- 100% of PP children passed the Year 2 phonics check in the autumn term.
- In Year 1 (2 children), 50% of PP children are working at/above age related expectations in Reading, 100% in Writing and 100% in Maths
- In Year 2 (7 children), 86% of PP children are working at/above age related expectations in Reading; 86% in Writing and 86% in Maths
- In Year 3 (4 children), 75% of PP children are working at/above age related expectations in Reading; 50% in Writing and 75% in Maths
- In Year 4 (11 children), 72% of PP children are working at/above age related expectations in Reading; 64% in Writing and 72% in Maths
- In Year 5 (9 children), 78% of PP children are working at/above age related expectations in Reading; 67% in Writing and 56% in Maths
- In Year 6 (9 children), 78% of PP children are working at/above age related expectations in Reading; 67% in Writing and 78% in Maths

For PP children, Writing has been the area most impacted by lockdown with children lacking writing stamina and key aspects such as spelling and handwriting suffering.

Although reading data for PP children is strong, Reading fluency has been identified as an area of development for PP children.

Teaching Strategies

All staff have completed oracy training and are making more regular opportunities to directly teach oracy skills. There has already been a noticeable improvement with how well children are engaging in discussions and the quality of their talk. Now, we need to work on developing approaches across the curriculum and making pupil talk more integral to the wider curriculum.

A focus of CPD for 2020/21 was around developing staff subject and pedagogical knowledge with specific time being given to them researching their year group's

curriculum and understanding the progression and subject specific teaching approaches.

Additional time was timetabled to basic skills after Covid and priority was given to key areas of the curriculum missed during the closure period.

Targeted Intervention

Interventions were difficult to run due to staff maintaining distance from children (following risk assessment). Reading and phonics interventions were prioritised.

Student teachers were in place within all classes from Year 1-6 allowing for additional targeted support and small group teaching within the classroom.

Wider Strategies

Priority was given to pupil wellbeing on children's return to school with daily 'Time to Talk' sessions, an updated PSHCE curriculum and active playtimes. The school dog, Arthur, was also introduced to the children and supported pupil wellbeing.

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