

Pupil premium strategy / self-evaluation

1. Summary information					
School	Tanfield Lea Community Primary School				
Academic Year	2020-21	Total PP budget	£94,870.00	Date of most recent PP Review	Aug21
Total number of pupils	316	Number of pupils eligible for PP	69	Date for next internal review of this strategy	N/a
2. Current attainment					
<u>Year 6 2019-20 data (* based on internal TA, as there were no SATs)</u>			<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>	
% achieving expected standard or above in reading, writing & maths (%)			64% *	64% (2018-19 figure)	
% making expected progress in reading (as measured in the school)			N/A	N/A	
% making expected progress in writing (as measured in the school)			N/A	N/A	
% making expected progress in mathematics (as measured in the school)			N/A	N/A	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Lack of ability to regulate emotions – can impact on behaviour and therefore engagement				
B.	Poor literacy skills				
C.	Difficulty in retaining basic number facts				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Lower attendance of PP children as opposed to Non PP				
E.	Lack of enrichment experiences in the local area and beyond				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)					Success criteria

A.	Children engage in learning as they can regulate their emotions	Behaviour Data shows increase in engagement through reduced loss of P.T.
B.	Accelerated progress for PP children in reading and writing	Progress accelerated evidenced through iTrack data, other internal data and books.
C.	Accelerated progress for PP children in maths	Progress accelerated evidenced through iTrack data, other internal data. Children can readily recall Learn Its and Times Tables
D.	Attendance of PP children increases	Gap closes between attendance of PP and Non PP

5. Review of expenditure

Previous Academic Year	N/A see report for 2019-2020
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6. Planned expenditure

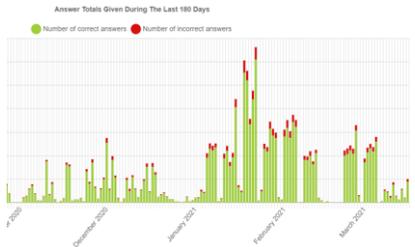
Academic year	2020-2021
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff	When will you review implementation?
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Focus on Non-Negotiables throughout school (Eng)	A concentrated focus on basic skills will improve Writing attainment across the school.	Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	MT, SLT	Termly July update: The summer work scrutiny showed that teachers continue to focus on basic skills in marking. For more detailed analysis, see yearly breakdown below.
Focus on Maths facts and methods in Afternoon Maths throughout the school (Maths)	An afternoon Maths session (15 mins x 3) reviewing Maths facts and mental/written methods from Y1 to 6, in addition to the Catch Up hour (1hr per week)	This session is designed to address Barrier C above.	Work scrutiny	MP/MB, SLT	Termly July update: Additional Maths sessions were used in the Autumn term. Following the Spring lockdown, the focus of teaching shifted to an additional Catch Up lesson (1 hour per week).
Accelerated Reader to continue to be used throughout KS2	Reading for 20 minutes a day with high accuracy will secure accelerated progress in Reading.	Accelerated Reader has had a positive effect on all children, including PP. It allows us to measure progress and target individual PP children for additional support. SATs Progress scores for Reading for DA children to improve from -0.7 (based on 2018-19 data). This year the Y3 cohort are particularly low especially for their oral fluency.	Termly STAR assessments and review of ITrack data	MT	Termly Spring update: There was a drop off through lockdown as some children didn't have access to texts. Engagement: Classes doing approx. 10 minutes per day. PP doing 0-6 minutes per day. July update: Generally PP children made steady progress through the year despite Lockdown and remain ahead in Y4. See Appendix 1 .

<p>Maths Rockstars and Mathletics to be used throughout KS1 and KS2</p>	<p>Regular skills practice will secure accelerated progress in Mathematics.</p>	<p>Focus on basic skills will ensure that application is stronger in Year 5 and 6.</p>	<p>Mathletics/Rockstars data and review of ITrack data Work scrutinies and discussion with children</p>	<p>MB/MP</p>	<p>Termly Spring update: Engagement was up in Lockdown (see screenshot below).</p>  <p>The average DA score from the Times Tables Check was 14.3 (Maximum is 25). The average non-DA score was 17.4. 3 out of 11 DA achieved a score of 20 or more. The remaining children in Y5 to receive extra times-tables practice.</p>
<p>Lexia</p>	<p>15 minutes x 2 a week for 30 vulnerable children will accelerate decoding skills, which are essential to later language acquisition.</p>	<p>A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment (EEF).</p>	<p>Termly review of ITrack data and Pupil Progress Meetings</p>	<p>MT</p>	<p>Termly Summer update: Following a pilot with KS2 SEN children, the school have invested in Nessy (a Reading and Spelling programme) for all children from Y1-3 and selected children in Y4-6. Children are positive about this. More data needs to be gathered on this in 2021-22.</p>

Developing vocabulary, including purchase of REDIWRITER programme.	Developing children's vocabulary will enhance the wider curriculum and access to challenging comprehension texts.	There is a large vocabulary deficit between DA and non-DA peers (A.Quigley).	Termly review of Reading data Curriculum coordinator time	MT/ MP/ KH Curriculum coordinator	Termly Summer term: Due to the compact nature of the Assessment window, this data was not collected. Work scrutiny showed children were practising the Twinkl word lists adopted in Aut. Data should be collected in 2021-22.
Marking and Feedback termly scrutiny for PP children	Written feedback for children is high impact. Developing this will support accelerated progress.	A leadership focus on feedback. Feedback is 'high impact for very low costs, based on moderate evidence' (EEF)	Work scrutiny	KH, SLT	Termly July update: The summer work scrutiny showed that teachers continue to focus on basic skills in marking. For more detailed analysis, see yearly breakdown below.
Total budgeted cost					£44,140.00
ii. Targeted support Every cohort to have targeted intervention according to the needs of the PP					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review implementation?

<p>Reception to plan small group intervention according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>Small group intervention focusing on specific areas has higher impact than whole class teaching for this group.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p> <p>*Being inline defined as having 40 – 60 some on entry (Autumn) Being inline defined as having 40 – 60 most in Spring. Being inline defined as having Expected – Most + in Summer</p>	<p>AG</p>	<p>All figures are %.</p> <p><u>Autumn data:</u></p> <table border="1" data-bbox="1691 231 2161 510"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>17</td> <td>61</td> <td>44</td> </tr> <tr> <td>W</td> <td>17</td> <td>61</td> <td>44</td> </tr> <tr> <td>Number</td> <td>17</td> <td>65</td> <td>48</td> </tr> <tr> <td>Overall</td> <td>17</td> <td>65</td> <td>48</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1691 574 2161 853"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>46</td> <td>65</td> <td>19</td> </tr> <tr> <td>W</td> <td>38</td> <td>57</td> <td>19</td> </tr> <tr> <td>Number</td> <td>46</td> <td>74</td> <td>28</td> </tr> <tr> <td>Overall</td> <td>77</td> <td>78</td> <td>1</td> </tr> </tbody> </table> <p><u>*RC joined</u> The gaps have been narrowed across all areas.</p>		DA	Non -DA	Gap	R	17	61	44	W	17	61	44	Number	17	65	48	Overall	17	65	48		DA	Non -DA	Gap	R	46	65	19	W	38	57	19	Number	46	74	28	Overall	77	78	1
	DA	Non -DA	Gap																																										
R	17	61	44																																										
W	17	61	44																																										
Number	17	65	48																																										
Overall	17	65	48																																										
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R	46	65	19																																										
W	38	57	19																																										
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Overall	77	78	1																																										

<p>-Y1 To plan small group catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>Children need consolidation of the basic skills in phonics and recall of number facts. Through repetition and specific teaching this intervention has been shown to have impact.</p> <p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p><u>Autumn Data</u></p> <table border="1" data-bbox="1702 231 2094 462"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>42</td> <td>84</td> <td>42</td> </tr> <tr> <td>W</td> <td>33</td> <td>70</td> <td>37</td> </tr> <tr> <td>M</td> <td>50</td> <td>75</td> <td>25</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1702 526 2094 758"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>36</td> <td>72</td> <td>36</td> </tr> <tr> <td>W</td> <td>18</td> <td>66</td> <td>48</td> </tr> <tr> <td>M</td> <td>18</td> <td>72</td> <td>54</td> </tr> </tbody> </table> <p>This cohort has been significantly impacted by Lockdowns. Gaps have widened across all subjects. DA interventions required esp. for W and M in Y2.</p>		DA	Non -DA	Gap	R	42	84	42	W	33	70	37	M	50	75	25		DA	Non -DA	Gap	R	36	72	36	W	18	66	48	M	18	72	54
	DA	Non -DA	Gap																																		
R	42	84	42																																		
W	33	70	37																																		
M	50	75	25																																		
	DA	Non -DA	Gap																																		
R	36	72	36																																		
W	18	66	48																																		
M	18	72	54																																		

<p>Y2 To plan small catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>Certain children need additional consolidation of skills in English and Maths.</p> <p>These groups will focus on PP children.</p> <p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p><u>Autumn Data</u></p> <table border="1" data-bbox="1709 236 2094 464"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>43</td> <td>64</td> <td>21</td> </tr> <tr> <td>W</td> <td>43</td> <td>66</td> <td>23</td> </tr> <tr> <td>M</td> <td>43</td> <td>62</td> <td>19</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1709 576 2094 804"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>57</td> <td>63</td> <td>6</td> </tr> <tr> <td>W</td> <td>43</td> <td>64</td> <td>21</td> </tr> <tr> <td>M</td> <td>57</td> <td>67</td> <td>10</td> </tr> </tbody> </table> <p>DA children made good progress relative to their peers in R and M. Y3 needs a focus in DA Writing.</p>		DA	Non -DA	Gap	R	43	64	21	W	43	66	23	M	43	62	19		DA	Non -DA	Gap	R	57	63	6	W	43	64	21	M	57	67	10
	DA	Non -DA	Gap																																		
R	43	64	21																																		
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	DA	Non -DA	Gap																																		
R	57	63	6																																		
W	43	64	21																																		
M	57	67	10																																		

<p>Y3 To plan small catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p> <p>Phonics will be used as it gives ‘moderate impact for very low cost’ (EEF)</p> <p>In addition, certain children need additional consolidation of skills in English and Maths.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p><u>Autumn Data</u></p> <table border="1" data-bbox="1709 236 2094 464"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>0</td> <td>36</td> <td>36</td> </tr> <tr> <td>W</td> <td>0</td> <td>32</td> <td>32</td> </tr> <tr> <td>M</td> <td>0</td> <td>43</td> <td>43</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1709 576 2094 804"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>25</td> <td>60</td> <td>35</td> </tr> <tr> <td>W</td> <td>19</td> <td>62</td> <td>43</td> </tr> <tr> <td>M</td> <td>13</td> <td>78</td> <td>65</td> </tr> </tbody> </table> <p>Some DA children have made good progress to ARE. However, the gap hasn’t closed. DA children to be identified in Y4 to push to ARE.</p>		DA	Non -DA	Gap	R	0	36	36	W	0	32	32	M	0	43	43		DA	Non -DA	Gap	R	25	60	35	W	19	62	43	M	13	78	65
	DA	Non -DA	Gap																																		
R	0	36	36																																		
W	0	32	32																																		
M	0	43	43																																		
	DA	Non -DA	Gap																																		
R	25	60	35																																		
W	19	62	43																																		
M	13	78	65																																		

<p>Y4 To plan small catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p> <p>Phonics will be used as it gives ‘moderate impact for very low cost’ (EEF)</p> <p>In addition, certain children need additional consolidation of skills in English and Maths.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p><u>Autumn Data</u></p> <table border="1" data-bbox="1706 236 2094 466"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>50</td> <td>67</td> <td>17</td> </tr> <tr> <td>W</td> <td>42</td> <td>58</td> <td>16</td> </tr> <tr> <td>M</td> <td>25</td> <td>64</td> <td>39</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1706 577 2094 807"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>54</td> <td>63</td> <td>9</td> </tr> <tr> <td>W</td> <td>45</td> <td>56</td> <td>11</td> </tr> <tr> <td>M</td> <td>36</td> <td>67</td> <td>31</td> </tr> </tbody> </table> <p>Some DA have made good progress to ARE and gap has narrowed across all subjects.</p>		DA	Non -DA	Gap	R	50	67	17	W	42	58	16	M	25	64	39		DA	Non -DA	Gap	R	54	63	9	W	45	56	11	M	36	67	31
	DA	Non -DA	Gap																																		
R	50	67	17																																		
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<p>Y5 To plan small catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>	<p>1 to 1 small group tuition (15 mins session) led by teacher focussed on English. (EEF – best impact where led by teachers)</p> <p>Phonics will be used as it gives ‘moderate impact for very low cost’ (EEF)</p> <p>In addition, certain children need additional consolidation of skills in English and Maths.</p>	<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p><u>Autumn Data</u></p> <table border="1" data-bbox="1713 231 2094 462"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>57</td> <td>73</td> <td>16</td> </tr> <tr> <td>W</td> <td>50</td> <td>60</td> <td>10</td> </tr> <tr> <td>M</td> <td>75</td> <td>73</td> <td>-2</td> </tr> </tbody> </table> <p><u>Summer Data</u></p> <table border="1" data-bbox="1713 574 2094 805"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>76</td> <td>78</td> <td>2</td> </tr> <tr> <td>W</td> <td>50</td> <td>58</td> <td>8</td> </tr> <tr> <td>M</td> <td>63</td> <td>68</td> <td>5</td> </tr> </tbody> </table> <p>The gap has closed for R and W, with R being very positive. The gap has widened in Maths. Year 6 teachers to identify the DA children who have slipped, especially in Maths.</p>		DA	Non -DA	Gap	R	57	73	16	W	50	60	10	M	75	73	-2		DA	Non -DA	Gap	R	76	78	2	W	50	58	8	M	63	68	5
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<p>Y6 To plan small group catch up sessions according to need</p>	<p>Gap reduced between PP and non PP</p>		<p>Termly monitoring of the intervention to ensure it is having impact.</p>	<p>KH / MT</p>	<p>All figures are %. Measuring % ARE+</p> <p>Autumn Data</p> <table border="1" data-bbox="1709 236 2094 464"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>91</td> <td>75</td> <td>-16</td> </tr> <tr> <td>W</td> <td>55</td> <td>72</td> <td>17</td> </tr> <tr> <td>M</td> <td>55</td> <td>69</td> <td>14</td> </tr> </tbody> </table> <p>Summer Data</p> <table border="1" data-bbox="1709 576 2094 804"> <thead> <tr> <th></th> <th>DA</th> <th>Non -DA</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>73</td> <td>78</td> <td>5</td> </tr> <tr> <td>W</td> <td>73</td> <td>82</td> <td>9</td> </tr> <tr> <td>M</td> <td>73</td> <td>79</td> <td>6</td> </tr> </tbody> </table> <p>The gap has closed significantly for W and M. The gap widened in Reading. This was due to a lack of additional boosters and volunteers, working with the target group. Y6 to ensure more test-based reading comprehension.</p>		DA	Non -DA	Gap	R	91	75	-16	W	55	72	17	M	55	69	14		DA	Non -DA	Gap	R	73	78	5	W	73	82	9	M	73	79	6
	DA	Non -DA	Gap																																		
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Total budgeted cost £56,400

<p>iii. Other approaches</p>					
<p>Action</p>	<p>Intended outcome</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

Purchase of electronic equipment to support online learning (Chromebooks)	DA children have access to electronic devices to allow them to complete online learning in the event of a lockdown.	The previous lockdown saw that DA children did not have access to devices. As a result, the school gave temporary loans of ipads to increase levels of engagement	Measure engagement in online activities remotely after devices handed out.	KH	Children were able to access Eschools work with the Chromebooks. Several teachers mentioned increased engagement with tasks as a result.																				
Addressing barriers to attendance (Parents) - Meetings with parents	Raised parental awareness of the importance of good attendance. Attendance to be 96%+. Last year's DA attendance: Gap: 2.73%	This intervention has 'moderate impact for moderate cost' (EEF). Previously, the school has shown that these interventions can improve attendance of persistent absentees.	Termly meetings between KH and LB	KH	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>93.1%</td> <td>97.1%</td> <td>4%</td> </tr> <tr> <td>2019-20 (until March 20th)</td> <td>93.92%</td> <td>96.65 %</td> <td>2.73%</td> </tr> <tr> <td>2018-19</td> <td>94.4%</td> <td>96.9%</td> <td>2.5%</td> </tr> <tr> <td>2017-18</td> <td>92.1%</td> <td>96.4%</td> <td>4.3%</td> </tr> </tbody> </table> <p>Due to Lockdown, the school was unable to have face to face meetings with parents. In 2020-21 the gap between PP and non PP attendance widened.</p>		PP	Non PP	Gap	2020-21	93.1%	97.1%	4%	2019-20 (until March 20 th)	93.92%	96.65 %	2.73%	2018-19	94.4%	96.9%	2.5%	2017-18	92.1%	96.4%	4.3%
	PP	Non PP	Gap																						
2020-21	93.1%	97.1%	4%																						
2019-20 (until March 20 th)	93.92%	96.65 %	2.73%																						
2018-19	94.4%	96.9%	2.5%																						
2017-18	92.1%	96.4%	4.3%																						
Barriers to attendance (Children) - Weekly meetings, reward system, Termly awards (98% get a certificate, 100% = badge, trophy)	DA attendance: 93.92% (Sept – March 20 th 2020)	This is designed to build upon previous success with persistent absentees, by raising aspirations for DA children whose attendance is less than 95%.	Weekly meetings between PM and target group. Termly review and reward trip.	KH/ PM	----- 6 children achieved an increase in their percentage attendance during the Summer 2 half term. 9 children saw a decline in their attendance during the Summer 2 half term. 4 out of the 19 children selected obtained a 100% attendance during the Summer2 half-term.																				
Total budgeted cost					£7,300.00																				
7. Additional detail																									

BARRIER E: Lack of enrichment experiences in the local area and beyond

Many enrichment activities are currently suspended due to Coronavirus: Y5 / 6 Residentials (Howtown, Germany, Grinton), trips to the theatre and the beach and the Waterstones Reading Challenge all offer opportunities to disadvantaged pupils to access experiences that they would not otherwise get.

However, the school will offer enrichment activities such as class excursions, visits from authors, music tuition, and a replacement for the Waterstones Reading Challenge.

TOTAL Cost of these activities: £6,416

TOTAL PUPIL PREMIUM EXPENDITURE: £114,256