

## 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.

## 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.

#### Activity in Academic Year 2021-22

##### Challenge 1:

##### *Weak Language and Communication skills*

Children achieved well in the ELG's for Listening, attention and understanding (LAU) and Speaking

ELG LAU- PP 78% Non-PP- 95%

ELG Speaking- PP 70% Non-PP 90%

##### Challenge 2:

*Low attainment on entry to the Early Years Foundation Stage in all areas.*

*Low attainment at KS2 end.*

#### Attainment Outcomes

	Non-PP	PP
GLD	85%	51%
ELG Reading	90%	56%
ELG Writing	85%	52%
ELG Maths	85%	52%
Y1 Phonics	85%	85%
Y2 Reading	87%	50%
Y2 Writing	61%	39%
Y2 Maths	78%	56%
Y6 Reading	77%	67%
Y6 Writing	73%	57%
Y6 Maths	81%	60%

National:

GLD 71.8

Y2 R 67 W 58 M 68

Y6 R 74 W 69 M 61

#### Reception

GLD attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Reading attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Writing attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Maths attainment outcomes demonstrate a significant gap between PP pupils and non-PP.

#### Year 1

Phonics outcomes are above National with no gap between PP pupils and non-PP.

#### Year 2

Reading attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Writing attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Maths attainment outcomes demonstrate a significant gap between PP pupils and non-PP.

#### Year 6

Reading attainment outcomes demonstrate a small gap between PP pupils and non-PP.  
Writing attainment outcomes demonstrate a significant gap between PP pupils and non-PP.  
Maths attainment outcomes demonstrate a significant gap between PP pupils and non-PP.

#### Next Steps:

Close Gaps in R W M at KS1 & 2  
Free breakfast club to those with PA

#### Challenge 3:

*Attendance and Punctuality issues*

	Attendant	Authorised Absence	Unauthorised Absence	Late to school
Non-PP	92.12%	4.26%	3.62%	76 (34.16%)
PP	90.33%	5.39%	4.28%	179 (56.63%)

#### Next steps:

Attendance Champion and Officers to target PP absence and punctuality through –

- free breakfast club
- gate late slips
- Attendance Tracker devised to pinpoint day to day
- Attendance Support Meetings with families to support

#### Challenge 4:

*Limited access to a broad range of experiences*

Experiences accessed include:

Across School: Thornaby Library visits, Great big Green Week, KS2 STEM Day, Y2&3 Big green activity day, Space week, KS2 Alex Foulkes author zoom, Harvest Festival, Show racism the red card, KS2 Bonfire night assembly with Fire Brigade, Blue Cross live remembrance event, Anti Bullying week and Road Safety Week, Christmas Jumper Day, Stockton children's book of the year Stockton Library, KS2 Author Pete Murray Visit, Walk to school week, Primary Cycling Event, Space Week, British Army Visit, TVMS full school visit

Nursery	soft play trip
Reception	Funky feet workshop
Year 1	Kirkleatham Museum visit St Marks Church Trip to Seaton Carew Trip to Dalton Moor Farm
Year 2	Trip Stewarts Park Sleepover in school Trip Head of Steam Railway Museum
Year 3	Teesmouth centre workshop trip to Summerhill Stone age work shop trip to Pizza Express visit to Gurdwara
Year 4	Ancient Greek Day Rainforest work shop
Year 5	Artic/Antarctic Workshop Author Tom Palmer zoom Heugh Battery Museum Lego Competition
Year 6	Peat Rigg Residential trip to Carlton Visitor WW2

**Challenge 5:**  
*Chaotic family lives and Social Service involvement*

Support for families includes staff in post as PSA, Attendance Officer, SENCo, Safeguarding team of 4 staff, Play Therapist, Alliance Councillor, Staff trained in emotional and well-being support, outdoor education teacher,

## 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
TT Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus
Drawing and Talking Therapy	Drawing and Talking
Lexia	Lexia Learning

Third Space	Third Space Learning
Reading Plus	Reading Plus LLC
Spelling Shed	Ed Shed Ltd
Literacy Shed Plus	Ed Shed Ltd
Lego Therapy	LEGO® Therapy

At School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Pupil Progress meetings will be held at least termly and more regularly if concerns are raised.

At each review of this strategy, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. All pupils will be given the support they need to make progress and have barriers removed, not just those eligible for the PP money.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Risk and Resources committees.