

Pupil premium strategy / self-evaluation

1. Summary information					
School	Oakdene Primary School				
Academic Year	2020-21	Total PP budget	£177,125.00	Date of most recent PP Review	July 20
Total number of pupils	300	Number of pupils eligible for PP	137 46 (%)	Date for next internal review of this strategy	Dec 20

2. Current attainment – Predicted <i>Outcomes for 2020</i>		
The team led a robust teacher assessment process throughout 2019/20. Building on in-depth information about pupil progress from September 2019 – March 2020.	<i>Pupils eligible for PP (your school) 28/39 pupils 72%</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	80%	Not available due to Covid 19
Progress measure reading	Not available due to Covid 19	Not available due to Covid 19
Progress measure writing	Not available due to Covid 19	Not available due to Covid 19
Progress measure maths	Not available due to Covid 19	Not available due to Covid 19

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.	➤ Low literacy levels on entry to school including limited language and vocabulary / basic reading and writing skills.
B.	➤ Limited ‘wider’ experiences and opportunities in life to draw upon.
C.	➤ Emotional instability of family member(s) / unsettled family life / safeguarding concerns.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	➤ Persistent attendance for some disadvantaged families.
E.	➤ Limited parental engagement in school and children’s learning.

F.	➤ Lack of aspirations.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	<p><u>Quality support for Teaching & Learning/Interventions - ensuring High Quality First Teaching from all teaching staff.</u></p> <ul style="list-style-type: none"> ✓ Additional staffing where needed to support class sizes and support delivery of high quality first teaching – school data / lesson observations and learning walks / performance management. ✓ Evaluation of pupil premium provision shows high impact and where any in school gaps exist these are closing – school data / pupil premium case studies. ✓ Pupil progress data shows that the progress of the pupil premium pupils is at least good and in many cases accelerating in line with expectations. ✓ Pupils attain targets set – pupil progress meetings / school data / pupils work. ✓ Outcomes at KS1 are at least in line with National both at ‘Expected’ and ‘Greater Depth’. ✓ Outcomes at KS2 are at least in line with National both at ‘Expected’ and ‘Greater Depth’. ✓ KS1 Year 1 phonics outcomes continue to improve and are sustained above the National average. <p><u>Specific Interventions - raising attainment in English in particular.</u></p> <ul style="list-style-type: none"> ✓ Pupil progress data shows that the progress of the pupil premium pupils in reading and writing is at least good and in many cases accelerating in line with expectations. ✓ Identified pupils in reading make accelerated progress and the gaps between them and their peers are closing or have closed – Accelerated Reader/ Lexia / MyOnData ✓ Pupils in Reception are ‘ready to learn’ on entry to KS1 – attention and listening skills are at least in line with National expectations – ‘Impact and Change’ Yoga Bugs programme (data and evaluation) / EYFS school data / lesson observations and learning walks. 	<ul style="list-style-type: none"> ✓ <i>Teaching and learning across the school is at least good overtime and in many cases outstanding.</i> ✓ <i>Data shows that the progress of pupil premium pupils is at least the same as their peers, and in many cases accelerated. Where there is a gap, this is diminishing.</i> ✓ <i>Gaps between pupil premium and non-pupil premium are diminishing.</i> ✓ <i>Outcomes for pupil premium pupils continue to improve.</i>
B.	<p><u>Increasing Opportunities and Experiences for children – ensuring that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills.</u></p> <ul style="list-style-type: none"> ✓ Curriculum enrichment widens opportunities available and has a positive effect on attitudes to school and pupils learning. E.g. experiences to write about – Pupils work / evaluation of opportunities ✓ Pupils have access to a range of experiences – linked to ‘101 Things to do before you leave Oakdene Primary School – Cultural Capital. ✓ All children have equal opportunities. ✓ Pupil / Parent feedback is positive – pupil evaluations / pupil interviews / questionnaires. 	<ul style="list-style-type: none"> ✓ <i>‘101 Things to do before you Leave Oakdene Primary’ are mapped out throughout the new curriculum.</i> ✓ <i>Pupils have a range of ‘real’ experiences within the year to draw upon. Impact seen in pupils work.</i> ✓ <i>Careers Curriculum from Early Years to Year 6 developed in order to raise aspirations. TVCA Careers Strategy.</i>

<p>C.</p>	<p><u>Pupil/Parent Emotional, Behavioural Support</u> – ensuring all children are secure in their emotional wellbeing in order for them to then achieve academically.</p> <ul style="list-style-type: none"> ✓ Welfare, emotional, and safeguarding barriers are minimised, enabling children eligible for Pupil Premium funding to achieve as well as their peers – Care Team case studies / THRIVE data / Mental Health Trailblazer & ABC reports ✓ Children have positive attitudes to learning and behaviour for learning is at least good and in many instances, outstanding – lesson observations / learning and enquiry walks. ✓ Families are supported to reduce barriers to children’s achievement – financial, legal, emotional and medical support – Care Team case studies / THRIVE data. 	<ul style="list-style-type: none"> ✓ Evidence / case studies demonstrate where personalised support has been given to a pupil and / or family, and this has supported and impacted on the pupils wellbeing and academic achievements. ✓ RRSA Gold Award achieved.
<p>D.</p>	<p><u>Attendance</u> – ensuring all children are in school to achieve.</p> <ul style="list-style-type: none"> ✓ Parents are aware and fully informed as to what attendance is accepted and what unacceptable attendance is – EWO / Attendance Team meetings / Parent meetings / letters etc. ✓ Parents have accessed EWO and Care Team support when and where needed with a positive outcome on a child’s attendance – Attendance / EWO / Care Team case studies / Attendance data. ✓ Attendance data for Pupil Premium children compares favourably with non PP children both nationally and school – Attendance data. 	<ul style="list-style-type: none"> ✓ Whole school attendance is improving – Target 97%. ✓ Whole school PA is reducing. ✓ Individual case studies demonstrate the impact of improving attendance and impact on pupil achievements.
<p>E.</p>	<p><u>Increasing Parental Engagement</u> – therefore increasing pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p> <ul style="list-style-type: none"> ✓ Meetings with parents provide further opportunities for open communication about pupil progress and next steps – Consultation Time data / TAC meetings ✓ Parents feel involved in their child’s learning – Open morning / Stay and Play parent feedback ✓ Parents feel as though they are able to contribute to their child’s learning – as above. ✓ Those parents deemed as ‘harder to reach’ have actively been encouraged and targeted to come into school and find out about what their child is doing – parent engagement descriptors. ✓ Parental involvement data shows that parents continue to support the school and their child’s learning in a variety of different ways. ✓ Parent feedback is positive – event evaluations / parent questionnaires. 	<ul style="list-style-type: none"> ✓ Parental engagement at Open Mornings, Stay and Play and other events continue to increase. ✓ Evidence that some ‘harder to reach’ parents have been encouraged successfully to engage with their child’s learning in and out of school. ✓ Leading in Parental Partnership Award renewed (2020).

F.	<p><u>Increasing pupil aspirations – instilling a love for learning and a greater knowledge of the working world and opportunities available to them.</u></p> <ul style="list-style-type: none"> ✓ The school has a careers programme linked to the curriculum. ✓ Pupils have had the opportunity to listen and talk with past pupils that have done well in the world of work. ✓ Pupils have had the opportunity to listen and talk with a variety of different adults from a variety of different careers. ✓ Pupils have had opportunity to develop and practise life skills such as: problem-solving skills / communication skills / leadership skills / teamwork skills / negotiation skills / presentation skills / organisation skills / decision making skills / time management / positive attitude ✓ Ex HT is the Stockton HT representative on the TVCA Careers Strategy Group 	<ul style="list-style-type: none"> ✓ Tees Valley Primary Careers Framework demonstrates improvements for the school when compared to the initial baseline). ✓ Careers Curriculum is in place and embedded from EYs to Y6. ✓ Pupils have had increased encounters with employers and employees. ✓ Pupils are able to talk about skills needed and valued within the workplace and give examples of when these are used.
-----------	---	--

5. Review of expenditure			
Previous Academic Year	2019 - 2020		
Action	Intended Outcome	Estimated Impact	Lessons Learned
Quality of teaching for all			
Introduction of 'MyOn. Includes staff training.	Improved Year 1 phonic scores and basic reading and writing skills across KS1 & KS2.	At Spring 2020 half term all teachers and TAs in EYs/KS1 and Year 3 and 4 had completed the training.	Due to COVID 19 / School Closures the impact on outcomes is not known. Daily activities continued via Home Learning on MyOn. Training will continue in 2020-21, including support in September to get both staff and pupils back up to speed and a 'catch up' programme planned for those behind.

<p>Creating language rich environments.</p>	<p>Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils.</p>	<p>All teaching staff completed the days training. Monitoring exercises demonstrated 'strategies' from the training being used in class and supporting 'vipers'. More opportunities for children to read– children more inspired linked to quality texts. Enquiry Walks / monitoring activities have shown vocabulary and language rich environments as a strength.</p>	<p>Training had been taken up by teachers – they are part way through and will complete online (due to COVID 19). Further training for teachers will continue next year.</p>										
		<p>Due to COVID 19 and school closures pupils did not sit any statutory tests this year. Pupil outcomes in reading internally were based on teacher Spring assessment and projections.</p> <table border="1" data-bbox="1476 636 1998 823"> <thead> <tr> <th></th> <th>ARE</th> <th>HIGH</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>78%</td> <td>22%</td> </tr> <tr> <td>Year 2</td> <td>78%</td> <td>20%</td> </tr> <tr> <td>Year 6</td> <td>80%</td> <td>28%</td> </tr> </tbody> </table> <p>These projected outcomes would show:</p> <ul style="list-style-type: none"> ✓ A 2% increase at the end of reception in writing when compared to 2018-19. This is in line with writing national outcomes in 2018-19. ✓ A 1% increase at the end of KS1 in writing when compared to 2018-19 – at expected. This is +3% above the national average in 2018-19. There is also a 1% increase at greater depth. ✓ There is an 18% increase at the end of KS2 in reading when compared to the previous year. There is however a 5% increase at the higher level which is in line with national averages. ✓ In 2020, the phonic screening check did not take place in June as a result of the pandemic. We assessed the pupils in March and 97% of Y1 pupils met the standard based on previous tests. The current Y2 cohort was screened in the Autumn term. We received new pupils and 91% met the standard. This is +13% above the national average. 			ARE	HIGH	Reception	78%	22%	Year 2	78%	20%	Year 6
	ARE	HIGH											
Reception	78%	22%											
Year 2	78%	20%											
Year 6	80%	28%											

<p>Continued development and implementation of the THRIVE approach. Practitioner training X2. Update practitioner training X2. Online THRIVE tool. THRIVE room resources.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>One more member of staff completed the training and became a qualified THRIVE Practitioner. All teachers used the online tool to screen pupils and develop action plans in their classroom as part of their PSHE teaching as well as supporting individuals.</p>	<p>We now have three qualified THRIVE Practitioners in school. Next academic year we will look to facilitate time out for them to work with specific pupils as an intervention as well as ensuring our practice within the classroom becomes embedded. We will move our THRIVE work to our outside spaces including our new Wellbeing Pod and Sensory garden. This will all link to our COVID 19 Response priority for 2020-21.</p>
<p>Use of rewards to continue to promote good attendance in classrooms and at home on a weekly, termly & annual basis.</p>	<p>Ensure all children are in school to achieve.</p>	<p>There is no attendance data this academic year due to COVID 19. Rewards received well by the pupils and ensured attendance remained at the forefront in classrooms.</p>	<p>Following COVID 19, attendance and ensuring everyone gets back into school every day is a priority in 2020-21.</p>
<p>Continue to develop opportunities for taking learning outdoors (LOtC). Use of Wilderness Schooling in autumn term to develop LOtC with Y5 and 6 Core subjects. Curriculum has further opportunities for LOtC mapped throughout it. CPD in Spring Term – LOtC.</p>	<p>Ensure that all pupils have a wide range of 'real' experiences to draw upon in their learning and when developing life skills.</p>	<p>Upper KS2 engaged in Wilderness Schooling in the autumn term. The programme delivered the core subjects English, Maths and Science. Evidence of some 'less engaged' pupils engaging more in the outdoor environment and taking a lead. LOtC mapped all the way through the curriculum.</p>	<p>The Wilderness Schools lead practitioner from school (ML)</p>
<p>EYFS TA's get an additional hour pay on a Tuesday night.</p>	<p>Enables TAs to join the 'Team Meetings' weekly; participate in pupil progress meetings; monitoring and moderating activities. Improves knowledge of pupils and strengths knowledge.</p>	<p>Impacts directly on teaching and learning. TAs know their pupils well and can support teaching and learning effectively. This impacts directly on pupil progress. Observations in Enquiry Walks included: <i>TA's leading learning in lesson times show high levels of skill and precision within learning. They showcase strong skills of pupils and support their next steps effectively. The class team is stunning! They work seamlessly as a team.</i></p>	<p>To continue next academic year. The team in classroom will be more essential than ever following school closures.</p>

Targeted support			
<p>Impact and Change programme – Yoga Bugs. Delivered weekly throughout the Reception year.</p>	<p>Improved attention and listening for pupils eligible for PP in Early Years.</p>	<p>From the baseline taken at the start of the reception year, at Spring Half term pupils had particularly improved in 'listening and attention' and 'speaking'. The programme was cut short due to COVID 19.</p>	<p>Next academic year we will move away from Yoga Bugs to Mighty Warriors – Programme will be similar and delivered by same instructors – more bespoke to the needs of the school and its pupils.</p>
<p>Additional Teaching Assistant Support within identified areas: Little Sycamores, Nurseey, YR, Y2, Y3 and Y6.</p>	<p>Support high quality first teaching. Provide identified additional support for pupils eligible for PP.</p>	<p>Additional TA support has supported pupils in Reception to ensure early intervention as well as smaller teaching groups when needed. Throughout the rest of the school the additional support has supported pupils with SEND and those with SEMH. <i>*See section above for evidence of TA impact.</i></p>	<p>Some additional TA support will continue next academic year. This will be based on the cohort / needs of pupils as well as those individual pupils.</p>
<p>Providing specialist Play Therapy – 'ABC Counselling & Mental Health Trailblazer.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>Play Therapist has supported and worked with individual pupils identified prior to the school closures and also, once safe to do so, when schools partially re-opened. Individual impact recorded. During lockdown maintained contact with her pupils and families by telephone.</p>	<p>Provision to continue next academic year. Therapist uses our THRIVE room and provision as well as the outdoors. COVID 19 may mean additional support is needed.</p>
<p>Year 5 / 6 Yoga – Spring Term intervention led by RELAX leading up to SATs.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>Children were able to complete half the programme before COVID 19 lockdown. Pupils engaged well – used to support awareness of mindfulness as well as strengthening core and flexibility.</p>	<p>Provision to continue next academic year – Spring Term.</p>

<p>Year 2 and Year 6 Booster sessions – after school, 2/3 times a week (Spring / Summer)</p>	<p>Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils.</p>	<p>Booster sessions had been carried out in the first half of the Spring term – cut short due to COVID 19. Groups included a Year 1 phonic group working towards the phonic screening. Predicted outcomes at Spring half term had indicated improvements in outcomes across the board at KS1 and KS2 at both ARE and High (except for writing at KS2 – cohort specific).</p>	<p>To continue next year. This will also be tied into the 'Catch Up' funding and provision for 2020-21.</p>
<p>Use of LEXIA – Year 1 upwards. (available for some reception pupils)</p>	<p>Improve Reading Outcomes. Support identified children making small steps of progress.</p>	<p>Targeted pupils identified to work through Lexia in order to improve their overall writing – evidence to support this for individual pupils. Improved vocabulary and comprehension skills, automaticity and fluency.</p>	<p>Purchased Reading Plus for Year 5/6 prior to lockdown and over lockdown – continue to use next academic year. Lexia will be used for another year and a decision will be made as to whether we need both.</p>
<p>Language and Learning Support – Use of Rapid Readers intervention. KS2 Assessments including access arrangements for Y6.</p>	<p>Higher attainment at the end of KS2 in reading for PP pupils.</p>	<p>Completed Year 6 assessments for SATs access arrangements. Rapid Readers not completed due to COVID 19.</p>	<p>To continue next academic year. Rapid Readers has proven historically to add significant gain to pupils reading levels / ability.</p>
<p>Other approaches</p>			
<p>Employing a Pupil Wellbeing Leader - Lead and manage a Care Team that provides support for both pupils and families wellbeing. This role also provides extra-curricular provision / attendance team member / SLT member.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Limiting any impact on the day-to-day teaching and learning.</p>	<p>Our pastoral lead is a key member of the Leadership Team and key to the leadership / management of the Care Team in school. Lockdown/COVID impacted on role – wellbeing lead took on specific family cases (not usually her role); home visits; food parcel deliveries; social care meetings over this period. The team also increased by 4 more over this period in order to support families / social care over this period. Parents / families engage well with the lead. Significant positive impact on families.</p>	<p>To be continue next academic year.</p>

<p>Employing Pupil and Parent Support Advisor</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Limiting any impact on the day-to-day teaching and learning.</p>	<p>Supported pupils with SEMH. Wellbeing interventions. Home visits / food parcel deliveries Social care meetings Supporting attendance PPSAs have completed individual impact case studies. During lockdown number of pupils / families on social care / CP increased significantly.</p>	<p>To be continue next academic year. PSA to mainly focus on wellbeing interventions and THRIVE Practitioner work</p>
<p>Employing an EWO – Education Five Ltd to support monitor and tackle poor attendance.</p>	<p>Ensure all children are in school to achieve.</p>	<p>No attendance data this academic year due to COVID 19. At Spring half term we were over 96%. Pupil Premium pupils were just below 96%.</p>	<p>To be continued next academic year – support to get all pupils back into school daily.</p>
<p>Regular opportunities for parents / families to come in and work alongside staff and pupils - Open Mornings / Parent Courses / Workshops / EYFS Stay & Play /</p>	<p>Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p>	<p>Open mornings continue to engage 40-50 family members at each one. Stay and Play continues to engage between 10 – 30 parents weekly. Parents / carers report positively through questionnaires at end of sessions.</p>	<p>To be continued next academic year – COVID restrictions may impact on this. The school will seek to showcase work and engage parents/carers in other ways if this is the case. LPPA Renewal – 2020.</p>
<p>Purchase of Marvellous Me – use in all classrooms as part of teaching and learning.</p>	<p>Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p>	<p>90% of parents are engaged with MME. Used to communicate positively with parents / carers.</p>	<p>To be continued next academic year. Explore how it can support Home School Learning.</p>
<p>Deploy an Outdoor Learning Assistant – children across each phase of the school access three afternoons a week.</p>	<p>Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills.</p>	<p>OLA worked across the School Closures / lockdown for the Key Worker / vulnerable group. Supported pupils with SEMH. Children engage positively in the outdoor environment. Learning is linked to the curriculum. School has allotments / orchard in full use and producing goods.</p>	<p>To be continued next academic year. OLA will also take on responsibility for the new sensory garden and its upkeep with pupils.</p>

<p>Subsidising school visits and experiences, enrichment activities and after school experiences/clubs.</p>	<p>Ensure that all pupils have a wide range of 'real' experiences to draw upon in their learning and when developing life skills.</p>	<p>Due to COVID 19 not all visits and experiences took place. In the autumn term experiences included the Year 5/6 pupils camping overnight on the school field. This was linked to their topic and included activities linked to areas such as Science. The experience was one they will always remember – very positive feedback from the group of pupils.</p>	<p>To continue next academic year to reduce costs or eliminate costs for parents / carers. School to focus on extra-curricular opportunities next academic year – COVID restrictions may mean things have to work differently. The camp takes place bi-annually. It will next be due in September 2021.</p>
<p>Developing a Careers programme within the school's curriculum.</p>	<p>Instil a love for learning and a greater knowledge of the working world and opportunities available to them. Develop work place skills.</p>	<p>A Careers Curriculum has been mapped out from EYs to Year 6 and embedded in the whole school curriculum.</p>	<p>This is now built within our curriculum and already taking shape. Next year further links with STEAM and specific careers will be made.</p>

6. Planned expenditure

<p>Academic year</p>	<p>2020 - 2021</p>
-----------------------------	---------------------------

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

<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>
----------------------	--------------------------------	---	---	--------------------------	--

<p>Embed 'MyOn'. ensuring precise, effective delivery of the programme. Creating language rich environments.</p>	<p>Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils.</p>	<p>Data shows that we need to continue to improve outcomes in English, and in particular writing at both KS1 and KS2, and especially at greater depth. This will further be the case following school closures.</p>	<p>Performance Management Target - Learning walks Enquiry walks Deep subject enquiries Monitoring pupils work Pupil interviews Pupil outcomes / progress Classroom environments</p>	<p>Ex HT/ LF (EYs Lead) / (KS1 & English Lead)</p>	<p>Termly and at the end of the year. Pupil progress meetings half termly. Performance management reviews linked to target. 'Catch-Up' Programme and its regular monitoring of its delivery as well as tracking of pupil data in reading comprehension skills.</p>
<p>Continued development and embedding of the THRIVE approach. TLR to support this. Time for THRIVE practitioners in school to use their skills for individual pupil interventions. Online THRIVE tool. THRIVE room resources.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>Increased need to support pupils with their PSE development – data linked to this supports this. COVID 19 also may have increased this need. A need for more personalised PSHE teaching and additional support and intervention for identified pupils. THRIVE supports those thrown emotionally off track either temporarily or over longer periods and helps us understand the needs being signalled by their behaviour , giving us targeted strategies and activities to help them re-engage.</p>	<p>Termly THRIVE online screening. SLT pupil wellbeing meetings every three weeks. Monitoring by PSHE Lead and SLT.</p>	<p>PSHE Lead</p>	<p>Termly and at the end of the year. Individual pupil interventions.</p>
<p>Use of 'Roary's Class Acts' to promote good attendance in classrooms and at home. Use of other attendance incentives and rewards throughout the year.</p>	<p>Ensure all children are in school to achieve.</p>	<p>Introduce strategy to support addressing the issue and had an impact. To be used again to continue to support the promotion of good attendance through Middlesbrough Football Club.</p>	<p>Weekly through the celebration assembly on Fridays. Half termly through the attendance data and attendance team meetings.</p>	<p>PSA & Care Team</p>	<p>Half-termly and at the end of the year.</p>

Continue to develop opportunities for taking learning outdoors (LOtC) . Use of Wilderness Schooling to complete training of practitioner within school. Cascade / support development of LOtC in KS2.	Ensure that all pupils have a wide range of 'real' experiences to draw upon in their learning and when developing life skills.	Following the school being awarded LOtC Silver Award for the second time, the audit showed that further development needed to take place at upper KS2. Wilderness Schooling worked with an upper KS2 teacher last year and Y6 pupils. Teacher attended training and this year will complete her training so that she becomes a Wilderness Schooling practitioner able to support colleagues in upper Ks2.	Final completion of the training. Team planning meetings. KS2 meetings.	EX HT & LOtC lead	End of autumn – then how it is followed up throughout the rest of the year in Y5/6. End of year in teams – curriculum evaluation.
L3 TA's get an additional hour pay on a Tuesday night.	Enables TAs to join the 'Team Meetings' weekly; participate in pupil progress meetings; monitoring and moderating activities. Improves knowledge of pupils and strengths knowledge.	This is something the academy has done for a number of years. It has improved TAs subject knowledge; knowledge of the pupils they've worked with and supported staff wellbeing – feeling valued and giving opportunity to contribute. Enquiry walks / observations highlight TAs as a strength of the academy with direct impact on T&L.	Pupil Progress meetings are led by SLT. Team meetings are led by SLT. Learning walks and monitoring – impact on teaching and learning.	Team Leaders / SLT	Termly through SLT meetings and pupil progress meetings.
Total budgeted cost					£26,000
ii. Targeted support					
Action	Intended outcome	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>Might Warriors – Yoga. Delivered weekly throughout the Reception year.</p>	<p>Improved attention and listening for pupils eligible for PP in Early Years.</p>	<p>Poor attention and listening skills evidenced in EYs baselines. Supporting Year 1 readiness. The programme has had a track record with us in improving children’s listening and attention – linked to physical development and story-telling.</p>	<p>Benchmark taken at the start of the programme in areas that include attention and listening. Progress tracked termly. Evaluation / Impact report at end. Expertise used to deliver. School staff also experienced.</p>	<p>LF – EYs Lead</p>	<p>Termly. End of year – evaluation and impact report collated with Yoga Bug staff and Reception staff. Impact on classroom practice and end of year EYFS data.</p>
<p>Additional Teaching Assistant Support within identified areas.</p>	<p>Support high quality first teaching. Provide identified additional support for pupils eligible for PP.</p>	<p>Additional TA support 4 days a week in reception to provide targeted small group / individual quality teaching and intervention for pupils eligible for PP – focused on early oral language / literacy skills. In Year 1 and 2, additional TAs to allow for ‘split inputs’ in phonics and Core Subjects – focused smaller group teaching. In KS2 additional support for identified PP pupils and interventions. Hear readers 1:1.</p>	<p>Pupil progress meetings half-termly – TAs attend. Termly data drop. On-going monitoring through lesson observations / learning and enquiry walks / scrutinising pupils work. TA attendance records.</p>	<p>Ex HT and HoS</p>	<p>Half-termly / on-going.</p>
<p>Providing specialist Play Therapy – ABC Counselling & Mental Health Trailblazer.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Family CBT can also be offered to compliment counselling for pupils.</p>	<p>SLT pupil wellbeing meetings every 3 weeks. Meetings with play therapist, parent/s and class teacher. Detailed reports and action for school to support from play therapist. Reflective Learning time and supervision built in monthly.</p>	<p>Pupil Wellbeing Lead</p>	<p>On-going through regular SLT pupil wellbeing meetings, as well as meetings with the play therapist and pupil wellbeing leader.</p>

<p>Year 5 / 6 Yoga – Spring Term intervention leading up to SATs.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically.</p>	<p>This opportunity was trialed last year for a period of time leading up to the SATs for the Year 6's. Pupils and staff were very positive about the weekly sessions and some children used techniques taught to support them in their everyday life at school when things were getting hard or challenging for them. Cohort specific need identified with Y5 and 6 where this strategy will support.</p>	<p>Observations of the sessions, including participation. Talking to pupils and staff. Reinforcing techniques taught to support day-to-day life in school for some pupils.</p>	<p>KS2 Lead</p>	<p>End of Spring Term.</p>
<p>Year 2 and Year 6 Booster sessions – after school, 2/3 times a week (autumn / spring / summer)</p>	<p>Higher attainment at the end of KS1 and KS2 in reading and writing for PP pupils.</p>	<p>Data shows that we need to continue to improve outcomes in English, and in particular reading in KS2, and especially at greater depth.</p>	<p>Pupil progress meetings half-termly. Learning walks Pupil outcomes / progress</p>	<p>KS1 & 2 Team Leads</p>	<p>End of the year.</p>
<p>Use of LEXIA – Year 2 upwards.</p>	<p>Improve Reading Outcomes. Support identified children making small steps of progress.</p>	<p>Supporting pupils who need additional input to develop reading skills. Lexia progress data as well as pupil outcomes for identified pupils has proven the programme supports rapid progress</p>	<p>Lexia Data Pupil Progress Data Observations</p>	<p>SENCO</p>	<p>Termly</p>
<p>Language and Learning Support – Use of Rapid Readers intervention. KS2 Assessments including access arrangements for Y6.</p>	<p>Higher attainment at the end of KS2 in reading for PP pupils.</p>	<p>Additional support for those in KS2 that need intense intervention in reading, usually if they have a specific need. Progress in this intervention is outstanding within a small time frame. The language and support team also provide assessments for any KS2 pupil teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day.</p>	<p>Half termly meeting with SENCO and Team Leaders Rapid Readers assessments and progress reports. Reports for class teachers – implementation of recommendations.</p>	<p>SENCO</p>	<p>Annually.</p>

Total budgeted cost £59,000.00

iii. Other approaches

Action	Intended outcome	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>Employing a Pupil Wellbeing Leader - Lead and manage a Care Team that provides support for both pupils and families wellbeing. This role also provides extra-curricular provision / attendance team member / SLT member.</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Limiting any impact on the day-to-day teaching and learning.</p>	<p>High % of pupils including those eligible for PP needing support with their wellbeing. For example:</p> <ul style="list-style-type: none"> - Referral to CAMHS - Play Therapy - Mentoring - Specific intervention - Social care involvement <p>Increase in exclusions linked to mental health and wellbeing. Continued leadership and management of our outstanding Care Team and their provision.</p>	<p>SLT meetings every 3 weeks focused on pupil wellbeing across school. Regular supervision.</p>	<p>EX HT/H o S & PSA</p>	<p>Half-termly / on-going. Through Performance Management. Supervision. Regular meetings. Impact on pupil wellbeing and teaching and learning. Care Team impact case studies.</p>
<p>Embed role of Pupil and Parent Support Advisors</p>	<p>Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Limiting any impact on the day-to-day teaching and learning.</p>	<p>As above. Pupils within school with additional social and emotional needs has significantly increased. As well as providing preventative measures to support these pupils, the Care Team also support pupils in crisis during the school day. This limits the impact on teaching and learning for other pupils and adds additional support for identified pupils – usually those eligible for PP. PSA allows us to 'safeguard' and carry out preventative work.</p>	<p>SLT meetings every 3 weeks focused on pupil wellbeing across school. Regular supervision. Care Team impact case studies.</p>	<p>Principal & Pupil Wellbeing Lead</p>	

<p>Employing an EWO – Education Welfare Ltd to support monitor and tackle poor attendance.</p>	<p>Ensure all children are in school to achieve.</p>	<p>Continued need to ensure that attendance does not drop below 96% and tackle poor attendance without damaging the relationships between school and staff such as the Care Team.</p>	<p>Regular weekly dialogue between EWO / Care Team and Principal. Half-termly attendance team meetings. Attendance meetings with parents. Attendance data analysis.</p>	<p>EX HT and Pupil Wellbeing Lead</p>	<p>Half-termly and annually.</p>
<p>Regular opportunities for parents / families to come in and work alongside staff and pupils - Open Mornings / Parent Courses / Workshops / EYFS Stay & Play / 'Beautiful Work'</p>	<p>Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p>	<p>Historically little parental engagement in pupils learning and school life academically. This has been strengthened over the last five years. This journey is not complete and opportunities to engage families in learning is constantly being reviewed and re-designed. The re-writing of the curriculum this year also provides further opportunities.</p>	<p>Leading in Parental Partnership Award to be renewed in Spring Term 2020. Preparation and audit in autumn term. Parent and staff evaluations. SLT meetings Parent Engage Team Meetings Parent Engage Descriptors</p>	<p>Principal Team Leaders Parent Engage Team Ex Ht</p>	<p>On-going and annually</p>
<p>Purchase of Marvellous Me – use in all classrooms as part of teaching and learning.</p>	<p>Increase pupil engagement in learning. Building and developing the capacity for parents to support and encourage their own child to engage as learners and make good progress at school.</p>	<p>Marvellous Me is purchased to enable staff to share learning at home with parents. Parent engage descriptors are used by staff and the Parent Engage Team to target parents / carers for specific engagement opportunities.</p>			<p>On-going and annually</p>

Deploy Outdoor Learning Assistant – children across school access three afternoons a week.	Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills.	Continued provision. Evaluations from the work that the OLA does are very positive. Pupils are engaged in a range of skills looking after our allotment, chickens, cooking on a fire pit and engaging in learning outdoors.	Planning meetings with the OLA. Use of LoTC assessments that feed into class subject assessments. Pupils work	EX HT & LoTC Lead	Termly and annually
Subsidising school visits and experiences, enrichment activities and after school experiences/clubs. Children’s University	Ensure that all pupils have a wide range of ‘real’ experiences to draw upon in their learning and when developing life skills.	Continued provision. Continue to provide a wide range of opportunities and experiences including this year: Camping overnight on the school field Plan Outdoor Residential	Opportunities are mapped into the curriculum and explicitly planned for. Opportunities and visits are evaluated with staff and pupils. Pupils work	EX HT, K Wilson & LoTC Lead	On-going and annually.
Embedding a Careers programme within the school’s curriculum. Adding further STEAM opportunities.	Instil a love for learning and a greater knowledge of the working world and opportunities available to them. Develop work place skills.	Completed the Tees Valley Primary careers framework audit – identify a further need to develop this area across school and maximise opportunities for children to learn about the world of work.	Map out and develop a careers programme within our curriculum that enables pupils to find out about the world of work.	EX HT, H. Rowe & L. Bestwick	Termly
RELAX Transition Programme – Y5/6 pupils Transition work over the Summer Term. One afternoon per week.	Provide pupils with opportunity to practise life skills in different scenarios as well as develop their understanding about community.	This is a programme that we buy bi-annually so all pupils receive it in either Year 5 or Year 6.	AVP will oversee its delivering as well as liaise with the programme leader and class teachers to ensure it covers the areas we feel our pupils need most.	EX HT, PSA & KS2 Lead	Weekly Team planning meetings

Purchase Online Platform — for Home Learning for all pupils.	Part of our endeavour to ensure all pupils have access to quality home learning that includes access to their class staff.	Following COVID 19 it has become essential that all our children have access to quality home learning that enables them to interact with their class teacher and TA. As a school we used Microsoft Teams during the recent lockdown with excellent outcomes and feedback from pupils and parents / carers. In the event of further local or national lockdowns we want all pupils to be able to access the quality home learning we can provide.	Computing Lead will oversee the set-up of the platform again for new classes in September. Ex HT/ H o Shave access to all class pages and will monitor its use for home work and home learning in the event of a 'class' isolation or local / national lockdown.	Computing Lead & Virtual Head (H o S)	On-going. At least half-termly.
Providing KS2 Fruit daily to KS2 pupils at break time.	To provide all KS2 pupils with daily fruit so that they have a healthy mid-morning snack.	Evidence suggests that not all our pupils eat breakfast or an appropriate breakfast. Evidence suggests that pupils are hungry part way through the morning regardless of whether they have had breakfast or not.	Liaising with the Care Team regarding supporting and impacting on families.	SBM	On-going. At least half-termly.
Providing uniform, taxies and school lunches to support families in need.	Ensuring all our children are in appropriate uniform and are fed.	Throughout the year we often have families that are in need / crisis for a period of time and require additional support. So this doesn't impact on the child and their right to education we support with uniform, school lunch and sometimes taxies if they have had to move home and are not yet in a new primary school.	Any requests for this support go directly to the EX HT/H oS.	Ex Ht	On-going On a need basis
Total budgeted cost					£92,125.00

7. Additional detail