



# **Pupil Premium Statement**

## **2021/2022 – 2023/2024**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Barmston Village Primary School
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	November 2022 <i>(previously published November 2021)</i>
Date on which it will be reviewed	July 2023 <i>(previously reviewed July 2022)</i>
Statement authorised by	Sara Bainbridge, Headteacher
Pupil premium lead	Jack Cunningham, Deputy Headteacher
Governor lead	Debbie Allen, lead for disadvantaged pupils

### Funding overview – Academic Year 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£165,785
Recovery premium funding allocation this academic year	£16,748 (Recovery Premium Grant) £17,334 (School-led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
<b>Total budget for this academic year</b>	<b>£199,867</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to fully support our pupils in their own personal development, through a rich and targeted curriculum that fully compliments our children's lives and personalities. Our children need support with a variety of aspects within their own personal development including how to build their own resilience, self-confidence and motivation to learn. Our school ethos encourages our pupils to 'Be the Best You Can Be', therefore we aim to not only educate our children about how to be safe, responsible, respectful and active British Citizens; but to also take responsibility for their own learning; their own understanding and management of emotions; their own ability to regulate themselves and their own understanding of how they learn best in order to then actively influence their own future; their aspirations and goals for their careers and adult lives. We aim to prepare our children on how to engage with society, be proud of their community and give them a sense of place in this modern world.

Through a rich and full curriculum, we aim to improve our pupils' understanding of vocabulary, early reading and phonics, from the very earliest stage, to when they leave us at the end of key stage 2, in order to provide them with the best possible start to their lives and to provide a solid platform of education, for them to go on and succeed in life. This will mitigate the challenges in literacy that our pupil's face when they enter our school and support them with the early development of their communication, language and literacy skills.

As a school at the heart of the community, we not only aim to support and educate our pupils, but we also strive to support our pupils' parents. This not only benefits the parents, but has a positive impact on the mind-set of our pupils. Parental engagement is key to the success of young people, however due to the high levels of deprivation within the area; aspirations are low, resulting in negative social mobility. As a school, we aim to provide support in any way possible, in order to build relationships and aspirations for our pupils and parents, as well as being a network of support for the wider school community: we strive to actively engage in educating both our pupils and parents in what is acceptable in society.

Our pupils will need time to recover from the impacts of school closures that occurred due to COVID-19. As a school, our first priority continues to be to support our pupils and parents with any pastoral issues as we start to see the long-term effects of not only school closures but other aspects of life that have had to change since the pandemic. Our disadvantaged and vulnerable pupils have seen the greatest impact on them during this time, and we will aim to support them through whatever challenges they now face. Secondly, we aim to support pupils recover academically – we understand that with some children, especially our disadvantaged cohorts, this will be a long-term challenge that we face.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oracy</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from throughout school and are more prevalent among our disadvantaged pupils than their peers since COVID-19.</p>
2	<p><b>Phonics &amp; Reading</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p><b>Maths</b></p> <p>Assessments, observations, and discussions with pupils suggests many disadvantaged pupils lack a deep understanding of number and number relationships, as well as fluency in addition and subtraction facts. This is impacting the attainment in maths across school.</p>
4	<p><b>SEMH</b></p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to high levels of deprivation in the local area. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased over time, many of whom require additional support with social and emotional needs.</p>
5	<p><b>Life Experiences</b></p> <p>Discussions with pupils and families, along with recent statistical IDACI measures, have identified high levels of deprivation in the local area which negatively impacts the life experiences of pupils. This has particularly affected disadvantaged pupils in our school.</p>
6	<p><b>Attendance</b></p> <p>Recent attendance and lateness figures show a gap between disadvantaged and non-disadvantaged pupils. This means that pupils are missing out on critical aspects of their education and not fully prepared for their future learning.</p>
7	<p><b>COVID-19</b></p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, across the curriculum in all year groups.</p> <p>Alongside academic barriers to learning being recognised as a result of COVID-19, observations and discussions with pupils have identified the physical challenges that pupils now face as a further barrier to learning. Pupils are struggling with such things as fine and gross motor skills, tiredness and being generally physically unhealthy post</p>

COVID-19 lockdowns.
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### 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show an increase in the number of disadvantaged pupils who met the expected standard.
Improved maths attainment for disadvantaged pupils across school, through acquisition of a deep understanding of number and number relationships, as well as fluency in addition and subtraction facts.	KS2 maths outcomes in 2023/24 show an increase in the number of disadvantaged pupils who met the expected standard.
To achieve and sustain improved mental and physical wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To improve the life experiences for all pupils across this school, in particular disadvantaged pupils.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by the overall absence rate for all pupils being no more than 4%.
To close the knowledge gap between disadvantaged and non-disadvantaged pupils and a greater number of children achieving age-related expectations.	Outcomes in 2023/24 show an increase in the number of disadvantaged pupils who met the expected standard.

## 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: **£13,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further enhance and adapt our PSHCE curriculum to ensure it addresses the specific needs of the children and their families within our community. Including:</p> <ul style="list-style-type: none"> <li>Continuing to embed learning from being part of the EEF Careers Benchmark trial to support our children's aspirations.</li> <li>Embedding the PSHCE curriculum and ensuring RSE and Online Safety progression across school is established.</li> <li>Staff implementing Project Evolve – Online Safety toolkit.</li> <li>Re-launching School Parliament and making links with the local community.</li> </ul>	<p>Due to the deprivation and issues with social mobility within the local area, opportunities for pupils to develop a healthy and positive understanding of careers, relationships, resilience and self-learning etc. are limited. As a school, we aim to provide our children with the best possible start to life, which involves providing support for our pupils to develop in many diverse aspects of life, and overcome other factors which they encounter in their home environment and community. We aim to provide our children a sense of pride within their local area, and encourage them to have aspirations for the future.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Social and emotional learning</i></b></p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></b></p> <p><b><i>EEF – Careers Education International Literature Review</i></b></p>	<p>4, 5, 6, 7</p>
<p>To continue to develop curriculum across the school to be able to provide our pupils with sufficient knowledge, skills and cultural capital for future learning, employment and to succeed in life. Including improving our children's understanding of vocabulary by developing:</p> <ul style="list-style-type: none"> <li>A consistent approach across school, involving implementing Reciprocal Reading activities throughout all subjects including foundation subjects.</li> <li>A clear and consistent progression of vocabulary across all subjects, which is embedded</li> </ul>	<p>Our pupils enter education with limited understanding of language and vocabulary, therefore it is essential that as a school, we provide our children with the ability to improve their understanding and find strategies that work and support them in their own learning. In previous years, we have seen a positive impact of the Reciprocal Reading approach, therefore to enable us to further support the pupils and take every opportunity to improve vital literacy skills, we will continue to develop our curriculum, including using aspects of Reciprocal Reading in all parts of the curriculum. Alongside this, we will implement the training provided through our SSP and English Hub Partnership in order to support our pupils' understanding of vocabulary, early reading and phonics awareness. This will begin as soon as the children enter the</p>	<p>1, 2, 7</p>

<p>and rooted through access to high quality texts</p>	<p>school and there will be a large focus on addressing gaps in Phase 1 phonics. This will be supported in a bespoke manner by the bought in SALT intervention team for our children.</p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) Feedback</i></b></p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></b></p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i></b></p>	
<p>To embed an engaging and affective reading and phonics structure across school which provides a clear progression across the key stages. Including:</p> <ul style="list-style-type: none"> <li>• Staff being fully trained and engaged with the programmes used by the school.</li> <li>• Staff actively promoting a love of reading.</li> <li>• Staff being confident in formative and summative assessment in order to ensure pupils keep up with their learning.</li> </ul>	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. After a reading and phonics audit carried out in school, it was clear that the school needs a clear structure for everyone to follow in order to achieve the best for all pupils. A new structure will be implanted across school providing support and clarity for school staff in order to fully support and challenge our pupils.</p> <p><b><i>EEF Improving Literacy Recommendations.</i></b></p>	1, 2, 7
<p>To develop its curriculum across the school to be able to provide our pupils with sufficient knowledge, skills and cultural capital for future learning, employment and to succeed in life. Including:</p> <ul style="list-style-type: none"> <li>• Implementing Rosenshine’s Principles of Instruction to ensure pupils understand how they learn, how to develop long-term memory and how to avoid cognitive overload.</li> <li>• Subject managers devising a plan for aiding long term memory and knowledge retention across school.</li> <li>• Develop how school will assess long-term memory.</li> </ul>	<p>Our pupils need support with strategies for retaining key skills and knowledge across the curriculum in order to provide them with best possible start to their education.</p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></b></p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Collaborative learning</i></b></p>	1, 2, 3, 7

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

Budgeted cost: **£140347**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher to continue to support teaching in KS1 by teaching small targeted interventions to identified pupils.</p>	<p>In previous years, we have seen a high level of impact, through the use of experienced teachers teaching targeted interventions in reduced group numbers. Changes have been made to staffing arrangements in order to facilitate this.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Reducing Class Size</i></b></p>	
<p>Experienced teacher to continue to support teaching in KS2 by teaching small targeted interventions to identified pupils in order for them to achieve greater depth within the expected standard.</p>	<p>In previous years, we have seen a high level of impact, through the use of experienced teachers teaching targeted interventions in reduced group numbers. Changes have been made to staffing arrangements in order to facilitate this.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Reducing Class Size</i></b></p>	
<p>HLTA to continue to work across Nursery and Reception in order to provide targeted support and intervention for CLL – resources and training from the SSP, English Hub and SALT Team to be used to facilitate this.</p>	<p>High impact has been seen in EYFS over previous years on progress from children’s very low point on-entry. Changes made to the provision for more effective learning and higher level of staffing to facilitate this learning.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></b>  <b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Early years interventions</i></b></p>	<p>1, 2, 7</p>
<p>To embed clear expectations set out by the SLT in order to ensure a robust progression of reading and phonics skills across the phases, ensuring fidelity to the school’s chosen SSP. HLTA to work across KS1 using a systematic synthetic phonic scheme alongside a reading scheme which clearly matches children’s ability to target specific children.</p>	<p>Audit to be carried out on the effectiveness of school’s current reading and phonics programmes to ensure staff have the highest possible standards for our pupils when teaching early reading and phonics. Audit will also ensure that SSP is being followed with fidelity, ensuring school is consistent with its teaching of early reading and phonics across all phases.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Phonics</i></b>  <b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></b></p>	<p>1, 2, 7</p>

	<b><i>T&amp;L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i></b>	
Experienced teacher to continue to work across KS2 to give targeted intervention to identified readers through the Reciprocal Reading approach and the use of Accelerated Reader Software.	<p>Reciprocal Reading approach is having impact but specific groups need targeted interventions to close the gap in KS2 specifically PP children.</p> <p>Accelerated Reader Software is proven to be successful in supporting pupils to achieve their expected reading age and target support where it is needed.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Small group tuition</i></b></p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i></b></p>	2, 7
Continue engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><b><i>T&amp;L Toolkit evidence – High Impact (EEF) One to one tuition</i></b></p> <p>And in small groups:</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Small group tuition</i></b></p>	7
To embed clear expectations set out by the SLT in order to ensure a robust progression of mathematics skills across the phases. Teachers to use Numbersense alongside the Mathematics curriculum.	<p>Audit to be carried out on the effectiveness of Numbersense to ensure staff have the highest possible standards for our pupils when teaching early mathematics. Audit will also ensure that Numbersense is being followed with fidelity, ensuring school is consistent with its teaching of early mathematics across all phases.</p>	7

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

Budgeted cost: **£46,520**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop a Pastoral Team within school to ensure our most emotionally vulnerable children and their families are supported, by:</p> <ul style="list-style-type: none"> <li>• Continuing counselling services ran by Well-Being Manager</li> <li>• Continuing use of Attendance Manager in school to ensure children are in school and engaging in learning.</li> </ul> <p>Investing in bought in Early Help support 1 day per week to work with families and pupils.</p>	<p>Seventh year of a counselling service present in school. Impact reports of seven years have shown positive impact on children’s emotional well-being and academic performance from before entering the service. Being able to access the service in-house means children are not waiting for support and early intervention is possible. This service also supports pupils with attendance concerns.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Behaviour Interventions Parental Engagement</i></b></p>	<p>4, 6</p>
<p>To continue to provide enrichment opportunities in the 'Arts' curriculum as well as promoting positive attitudes to learning and increased well-being through instrumentalist specialist support.</p>	<p>High impact in previous years with children highly engaged and making very good progress.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Arts Participation</i></b></p>	<p>5</p>
<p>To continue to subsidise educational enrichment experiences - visits outside of school/ visitors into school/After school clubs (to include transport and accommodations where relevant).</p>	<p>The life experiences these visits/trips give our disadvantaged children supports them to develop a greater understanding of their world outside the village and provides them with the stimulus to enrich their language and imagination.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Arts Participation/Aspirations Intervention/Outdoor Adventure Learning Council for Learning Outside the Classroom – Using The Pupil Premium Outside The Classroom</i></b></p>	<p>5</p>
<p>To re-develop the Key Stage 1 &amp; 2 outdoor environments to promote children’s social and emotional skills through play.</p>	<p>Due to a number of year groups missing a consistent Early Years Education PSED including self-regulation in play both inside and outside is a focus to aid self-regulation.</p> <p><b><i>T&amp;L Toolkit evidence – Moderate Impact (EEF) Behaviour Interventions Very High Impact -Meta-cognition and self-</i></b></p>	<p>1,4,5,7</p>

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**Total budgeted cost: £199867**

## 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 2021 to 2022 academic year.

Outcome	Review Notes
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Specialist SALT buy in has shown impact on the children's outcomes and provided high level CPD for the whole staff.</li> <li>• Bespoke interventions planned of high quality.</li> <li>• Specialist SALT buy in to continue next academic year.</li> <li>• Vocabulary focus to continue</li> <li>• With support from SALT buy in interventions were planned in detail and had high impact.</li> <li>• Progress from starting points were good to outstanding for identified children</li> </ul>
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• High impact on outcomes, see reading data.</li> <li>• English Lead has completed a deep dive into Early Reading and finalised expectations across all key stages. Staff have received CPD and all are confident in using Monster Phonics.</li> <li>• Reading progress across school has been at least good to outstanding.</li> <li>• Monster Phonics scheme is embedding across all Key Stages and we are now an ambassador school.</li> <li>• Reading has been prioritised and staff have focused and engaged with this.</li> <li>• Face to face further phonics training in September.</li> <li>• School Based Tutor targeted Y1- Y3 in Phonics, Reading and some Maths basic skills.</li> <li>• Academic Mentor targeted children in Y4-6 focusing on Reading, Phonics and Maths.</li> <li>• Progress of identified children was good to outstanding.</li> </ul>
Improved maths attainment for disadvantaged pupils across school, through acquisition of a deep understanding of number and number relationships, as well as fluency in addition and subtraction facts.	<ul style="list-style-type: none"> <li>• School Based Tutor targeted Y1- Y3 in Phonics, Reading and some Maths basic skills.</li> <li>• Academic Mentor targeted children in Y4-6 focusing on Reading, Phonics and Maths.</li> <li>• Progress of identified children was good to outstanding.</li> </ul>
To achieve and sustain improved mental and physical wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• FRIENDs and Careers have been embedded across the PSHE and RSE curriculum.</li> <li>• Further CPD is still needed on Project Evolve and Online to keep up to date and deal with the older age of online media</li> </ul>

	<p>our children are accessing.</p> <ul style="list-style-type: none"> <li>• Continue to develop PSHE and RSE after lesson learned this year with the ever changing landscape of what children are seeing and experiencing due to access to online.</li> <li>• Further CPD for staff in dealing with high level sexualised language and behaviour and how to educate children at the right level.</li> </ul>
To improve the life experiences for all pupils across this school, in particular disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Invaluable for the children after the pandemic.</li> <li>• Children have been amazed by the outside world as many have not been out of the area they live in for over 2 years.</li> <li>• Continue links with Sir Tom Cowie Charity</li> <li>• Plan further termly trips and extend this part of the Pupil Premium spending due to petrol costs.</li> <li>• High standard of specialist support. Opportunities for children to embrace 'The Arts' and broaden experiences.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Counselling service has been supportive of family's needs this year. Moved away from Place2be and running own service. Rebranded to Time 2 Bee...</li> <li>• By children and parents. All services still in place with more flexibility.</li> </ul>
To close the knowledge gap between disadvantaged and non-disadvantaged pupils and a greater number of children achieving age-related expectations.	<ul style="list-style-type: none"> <li>• When staffing was consistent impact on outcomes was high using this activity, however due to further outbreaks of COVID and long term sickness cover often disruptions occurred so outcomes were not as high as expected.</li> <li>• Consider how to challenge higher ability children as well as SEND children in smaller teaching groups.</li> <li>• Bespoke curriculum for our school finalised and creates opportunities to revisit long term memory prompts.</li> <li>• CPD undertaken by whole schools staff on SEND and bottom 20%</li> <li>• Further SEND training linked with Foundation subjects.</li> <li>• Further training on supporting bottom 20% in foundation subjects.</li> </ul>

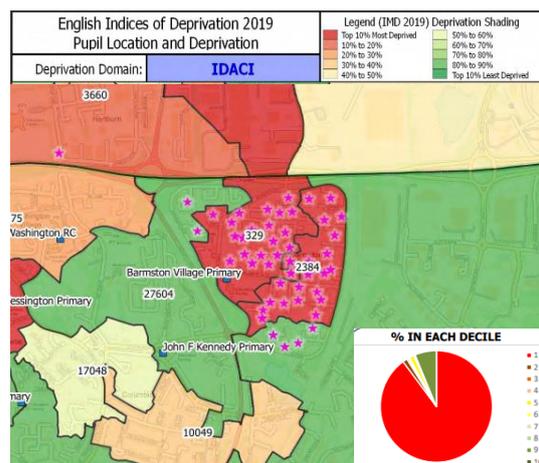
### Externally provided programmes

Programme	Provider
Monster Phonics	CPD delivered to all staff members by Monster Phonics & English Hub Partnership Literacy Specialist
Careers Benchmark Pilot	CPD completed by member of SLT and disseminated amongst staff

Accelerated Reader	CPD completed by member of SLT and disseminated amongst staff
Speech & Language Team with Launchpad to Literacy	Bespoke CPD given to specific staff members working with certain children as well as whole staff CPD sessions

## Further information (optional)

- Barmston Village Primary is situated in an area of extremely high deprivation. Recent statistical IDACI measures 2019 show that 90% of our families are living in the top 10% most deprived areas with 48% in the top 5% most deprived areas of the whole country. This is a significant rise in deprivation since 2015 IDACI information when the school information stood at 49% in the top 10% and 41% in the top 10-20% most deprived areas. This trend has been seen since 2010 from IDACI statistics and supports the challenges that are being seen for our families and for us within school.



- Barmston Village Primary is an average sized primary school. School role is currently 225 including Nursery. In current years we are experiencing more instability; we have had 3 children leave this year linked to moving house and safeguarding issues and a further 3 joined our school due to the same reasons.
- It is a local community school located in a housing estate within Sunderland LA. The majority of housing is rented from Local Authority or private landlords. Numbers of private tenants have risen steadily within the estate and is where the rising trend of mobility seems to be linked with rather than council housing.
- The proportion of children eligible for pupil premium is above National average and accounts for over half of the school, 61%. School has put strategies in place to encourage parents to inform us if they are eligible for FSM and will be trying new strategies again this year in light of the increasing level of deprivation the school community is facing. Building trust for our families to inform us of changes in their circumstances is paramount. Due to COVID-19 lockdowns, the number of pupils eligible for FSM rose as parents took advantage of the government's voucher scheme – parents have been more willing to engage with school in applying for FSM and seek support during these difficult times. As a school we now believe the percentage of pupils eligible for FSM is now more of a true reflection of the deprivation that our pupils face each day.
- The number of food bank referrals the school has made has increased dramatically in the past few years and since COVID-19 we now support our own families through charitable donations.
- In previous years a majority of our families have had or were having support for their parenting needs through work with social care or outside agencies supporting children and families e.g. Wearside Women in Need, Family Workers, counselling, CAHMs. However Early Help agencies are now very limited in Sunderland and school is becoming the main source of support for vulnerable parents. This has been a main area to consider for school linked to the School Improvement Plan and Pupil Premium Strategy. SLT members are involved with multi-agency meetings on a regular basis. School is highly concerned at the vulnerability of the area and the impact this is having on the emotional well-being of the children and school community. Current Social Care caseload for the school's 4 Designated Safeguarding Leads is the highest in 6 years. Our in-school counselling service is paramount to the well-being of both pupils and parents in the community, with a significant increase in support needed for issues relating to anxiety following the impact of COVID-19.
- Last academic year 5 children were removed into Local Authority care. In one week - 7 children were removed from the care of the main parent. 3 into Kinship care, 4 to foster care. In 2020, 11 were removed from the care of the main parent.
- Baseline assessments completed as children enter Early Years indicate the average attainment on entry for the majority of pupils is well below national averages. A very large majority are working now over one year or more behind expectations. IDACI information 2019 shows that 100% of our Nursery children live in the top 10% most deprived area in the country.
- The vast majority of children are of White British background. 1.5% of children come from minority

ethnic groups. 1% of children in school have English as a second language (Polish).

- The proportion of children with special educational needs and/or disabilities is rising – it currently stands at 24%. Currently we have 5 children with an EHCP. Two children gained EHCPs in 2020-21 and moved to specialist provisions in Summer 2021.
- Attendance Rate 2018-19 was 96.5%, PP 96.2.%. Attendance rates in 2019-20/2020-2021 were significantly impacted due to COVID-19 – ineffective data due to codes used for Remote Education etc.
- The impact of Lockdown has been significant emotionally and academically for the children and families and also financially.