



Barmston Village Primary School

Pupil Premium Strategy 2019/20 – reviewed September 2020

DFE definition of Pupil Premium is 'The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers'

The Pupil Premium Grant is additional funding given to schools to raise attainment for pupils:

- who have been in receipt of free school meals at any point in the past 6 years
- who are classed as looked-after children
- who are Armed Forces children

Content

1. Summary Information
2. Current Attainment linked to end of KS2 results 2019
3. School Context
4. Barriers to learning
5. Desired outcomes
6. Planned expenditure for 2019-20
7. Review of expenditure 2018-19

1. Summary information

School	Barmston Village Primary School				
Academic Year	2019/20	Total PP budget	£124380 £137120	Date of most recent PP Review	Oct 2019 Sept 2020
Total number of pupils	227 222	Number of pupils eligible for PP	94 116	Date for next internal review of this strategy	Jan 2021

2. Current attainment

EYFS					
	School Non PP (16 chn)	School PP (9 chn)	National PP	PP Data from previous 2 years	
				2017-18 (11chn)	2016-17 (10 chn)
Good level of development	63%	56%	56%	55%	30%
Reading	75%	56%	63%	64%	50%
Writing	63%	56%	58%	55%	30%
Number	63%	78%	66%	64%	50%
Shape	75%	67%	69%	64%	40%
KS1					
	School Non PP (20 chn)	School PP (10 chn)	National PP	PP Data from previous 2 years	
				2017-18 (15 chn)	2016-17 (11 chn)
% achieving expected standard in RWM	70%	60%			
% achieving expected standard in Reading	75%	70%	62%	67%	73%
% achieving greater depth standard in Reading	25%	0%	14%		
% achieving expected standard in Writing	70%	60%	55%	53%	64%
% achieving greater depth standard in Writing	20%	0%	7%		
% achieving expected standard in Maths	75%	80%	62%	73%	73%

% achieving greater depth standard in Maths	25%	0%	12%		
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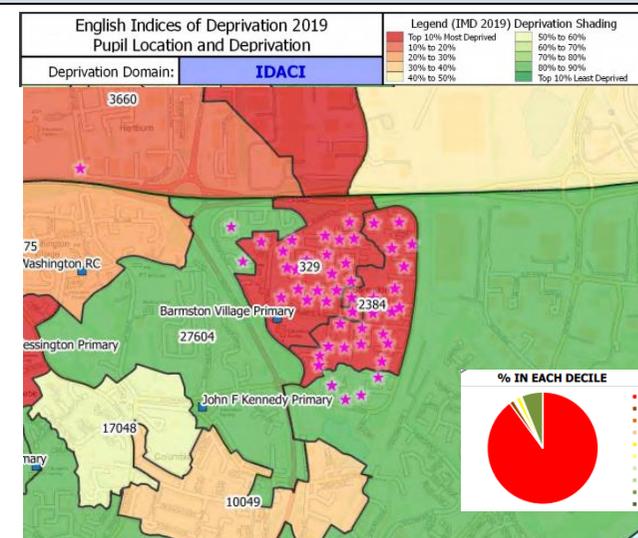
KS2					
	School Non PP (10 chn)	School PP (20 chn)	National PP	Data from previous 2 years	
				2017-18	2016-17
% achieving expected standard in RWM	80%	55%	51%	52%	40%
% achieving expected standard in Reading	90%	65%	62%	67%	60%
% achieving greater depth standard in Reading	20%	30%	17%	10%	20%
% achieving expected standard in Writing	90%	75%	68%	76%	70%
% achieving greater depth standard in Writing	0%	25%	11%	14%	15%
% achieving expected standard in Maths	90%	65%	67%	71%	75%
% achieving greater depth standard in Maths	30%	20%	16%	10%	25%
% achieving expected standard in EGPS	90%	70%	67%	71%	65%
% achieving greater depth standard in EGPS	0%	20%	24%	24%	25%
Progress score in Reading	104.8	101.5	101	101.2	101.6
Progress score in EGPS	103.1	103.8	104	104	13.2
Progress score in Maths	105.3	101.8	102	101.8	103.6

3. School Context

- 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 **200, 222** including Nursery . In current years we are experiencing more instability; we have had 5 children leave this year linked to moving house and safeguarding issues. Trends can be seen below.

2020-21 So far		2019-20 in		2018-19		2017-18		2016-2017		2015-2016		2014-2015	
IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
5	5	2	5	8	8	25	7	10	7	10	12	6	13

- 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 just under half of the school, 46% (**58%**). School has seen a decrease in pupil premium numbers which school linked to the introduction of the universal free school meals for infants. 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. **In lockdown this number rose again by 25 children and most were in KS1.**
- In 2018-19 school completed the highest numbers of food bank referrals. School was also supported by the local church in 2017-18 in providing the most vulnerable families with food hampers at Christmas. School continued this into 2018-19 with food bank referrals being completed regularly and will support this again this academic year.
- 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. .
- Last academic year 5 children were removed into Local Authority care. In May 2018 - in one week - 7 children were removed from the care of the main parent. 3 into Kinship care, 4 to foster care.
- Baseline assessments completed as children enter Early Years indicate the average attainment on entry for the majority of pupils is below national averages. A very large majority are working at least one year or more behind expected Development Matters age bands. 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. 2% of children come from minority ethnic groups. 2% of children in school have English as a second language (Chinese and Polish).
- The proportion of children with special educational needs and/or disabilities is rising 19%. Currently we have one child with an EHCP and one child awaiting outcomes from the SEND Panel. Two children gained EHCPs in Summer 2019 and moved to specialist provisions.
- Attendance Rate 2018-19 was 96.5%, PP 96.2.%
- The impact of Lockdown has been significant emotionally and academically for the children and families and also financially.



4. Barriers to learning (for pupils eligible for PP)

A.	Significant percentage of the population live in some of the most deprived areas in the country, which in turn has an effect on our children's learning in a variety of different ways.
B.	Language and communication skills on entry to school continue to be significantly lower than what would be regarded as typical for many children of a similar age. This is then having an adverse effect on individual's early education.
C.	Social mobility within the local area is of great concern as this has a negative impact on our children's aspirations, confidence, resilience and home support etc.
D.	High proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unit, prosperity etc. This barrier is becoming more difficult due to Sunderland's early help support access services becoming more limited for example family support services, domestic violence support, drug and alcohol support, risk and resilience etc.

5. Long-term Plan

A.	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 responsible, respectful and active British Citizens, but to also take responsibility for their own learning, their own future and 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.
B.	To lift the barriers to 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. Through a rich and full curriculum, we aim to improve our pupils' understanding of vocabulary, 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 as possible and to provide a solid platform of education, for them to go on and succeed in life.
C.	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 through parent councillors and in any other way possible, in order to build relationships and aspirations for our pupils and parents within the local community. We have already begun work with our local church and businesses/organisations, but we aim to fully implement and make use of these links even more in the near future.

6. Planned expenditure

Academic Year	2019-20 2020-21	Total allocation of funding	£124380/£137120 (adjusted)
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A) To ensure that all pupils are supported with their own personal development in preparation for future adult lives in the wider world.	To further enhance our PSHCE curriculum to ensure it addresses the specific needs of the children and their families within our community. To incorporate into the PSHCE curriculum, from Nursery to year 6, aspects from the FRIENDS training to it is a whole school nurture programme. School to be part of the EEF Careers Benchmark trial to support our children's aspirations.	<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><i>T&L Toolkit evidence – Moderate Impact (EEF) Social and emotional learning</i></p> <p><i>T&L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></p> <p><i>EEF – Careers Education International Literature Review</i></p>	HT/SLT to oversee within school and monitor through observations, pupil voice, book scrutiny etc. Monitoring of impact will also be overseen and discussed with CS and Research Team.	HT/CM/CS	<p>Termly monitoring. Termly by Governing Board.</p> <p>Ongoing monitoring alongside EEF Research Trial Team.</p> <p><u>2019-20</u></p> <ul style="list-style-type: none"> Year 1 of EEF Careers completed PSHE curriculum being followed Autumn 1 curriculum PSHE based for settling back to school.

<p>B) To improve children’s communication, language and literacy skills across school in order to provide them with the essential skills for future life.</p>	<p>School will continue 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. In order to improve our children’s understanding of vocabulary we will further develop;</p> <ul style="list-style-type: none"> - A consistent approach across school, involving implementing Reciprocal Reading activities throughout all subjects including foundation subjects. - The curiosity approach across Early Years to stimulate use of language and encourage extension of children’s vocabulary while reinforcing basic skills. 	<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 a 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.</p> <p><i>T&L Toolkit evidence – High Impact (EEF)</i> Feedback <i>T&L Toolkit evidence – Moderate Impact (EEF)</i> Oral Language Interventions <i>T&L Toolkit evidence – High Impact (EEF)</i> Reading Comprehension Strategies</p>	<p>HT/SLT to oversee within school and monitor through observations, pupil voice, book scrutiny etc.</p>	<p>HT/JC</p>	<p>Termly monitoring. Termly by Governing Board.</p> <p><u>2019-2020</u> <u>All areas were started last year and will be brought as a focus again in the Spring term.</u></p>
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<p>C) Across the school, children are retaining more key curriculum knowledge across all subjects.</p>	<p>School will continue 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. Research will be carried out around long term memory and subject managers will devise a plan for aiding long term memory and knowledge retention across school. School will then develop how school will assess long-term memory.</p>	<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><i>T&L Toolkit evidence – High Impact (EEF)</i> Metacognition and Self-Regulation</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i> Collaborative learning</p>	<p>HT/SLT to oversee within school and monitor through observations, pupil voice, book scrutiny etc.</p>	<p>HT/JC</p>	<p>Half-termly monitoring. Termly by Governing Board.</p> <p>2019-2020 Long term memory is going to be a focus to aid catch up as well as a key factor in the further curriculum design.</p> <p>JC has attended further training and will be disseminating this to staff in a twilight.</p>
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Total budgeted cost £9000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>D) Rise in standards of outcomes across the lowest 20% of PP children at the end of KS1</p>	<p>Experienced teacher to support teaching in year 2 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><i>T&L Toolkit evidence – Moderate Impact (EEF) Reducing Class Size</i></p>	<p>Half termly reviews of progress to be undertaken through book scrutiny, observations, learning walks and pupil interviews by SLT.</p>	<p>JC</p>	<p>Half termly. Termly by Governing Board.</p> <p>2019-2020 This happened last year. This term 2020;</p> <p>Autumn 1 – Reception pm had extra support from Nursery staff for Interventions Teacher, HLTA and TA.</p> <p>Autumn 2 – as the Year 1 bubble had to isolate prior to half term and are challenging they were given extra support as R were more settled.</p> <p>Am – 2 teachers and HLTA</p> <p>PM – 2 teachers, 2 HLTAs and a TA</p> <p>Focus on afternoons for lower ability on learning through play with a focus on CLL and Personal and Social Development.</p>
<p>E) Targeted pupil's communication, language and literacy skills are improved across EYFS.</p>	<p>HLTA to work across Nursery and Reception in order to provide targeted support and intervention for CLL.</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><i>T&L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i></p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Early years interventions</i></p>	<p>Half termly reviews of progress to be undertaken through observations, evidence scrutiny and learning by EYFS Lead and SLT.</p>	<p>EYFS Lead/HT/SLT</p>	<p>Half termly. Termly by Governing Board.</p> <p>2019-2020 On-going 2020-2021 – Part of the NUFFIELD Early Language Intervention Programme project run by the EEF</p>

F) Phonics and reading standards to rise in Year 1.	Experienced team in Year 1 to have support from extra TA to enable all staff to have more dedicated time towards reading and phonics. This will include; - Phonic targeted sessions - -1-1 reading - Guided reading	High impact has been seen in previous years through ECAR strategies and these will be used to support the children who are not reaching National Expectations. Phonics will be reviewed by SLT across school to judge impact from EY across school to ensure it is still fit for purpose. <i>T&L Toolkit evidence – Moderate Impact (EEF) Phonics</i> <i>T&L Toolkit evidence – Moderate Impact (EEF) Oral Language Interventions</i> <i>T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i>	Half termly reviews of progress to be undertaken through observations, evidence scrutiny and learning by English Lead /Phase leader and SLT.	KS1 Phase leader/DHT/HT and Gov	Termly by Governors 2019-2020 This had started and research into a new phonics scheme had started to be proposed. Autumn 2020 New phonics scheme purchased New phonics books purchased Early Years and KS1 books all relevelled and clear assessment procedures developed.
H) Targeted PP readers to achieve or exceed their individual targets across KS2.	Experienced teacher to work across KS2 to give targeted intervention to identified readers through the Reciprocal Reading approach.	Reciprocal Reading approach is having impact but specific groups need targeted interventions to close the gap in KS2 specifically PP children. <i>T&L Toolkit evidence – Moderate Impact (EEF) Small group tuition</i> <i>T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i>	Half termly reviews of progress to be undertaken through staff and pupil feedback, reading assessments and book scrutiny.	HT/DHT	Half termly. Termly by Governing Board. 2019-2020 Last year Mrs Wells completed this intervention. This term that has been targeted at Year 5 and TAs carrying on intervention across KS2. Accelerated reader purchased to support reading across KS2

Total budgeted cost **£81000/£93740**

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>I) Most emotionally vulnerable children in school have access to therapeutic counselling to support them to access the curriculum and have strategies to deal with their barriers to learning. Support families of these children to feel confident to support their children.</p>	<p>Continue 'Place 2 Be' services within school supporting our most emotionally vulnerable children and their families. (Place2be service £26,266)</p>	<p>Sixth year of Place2be service. Impact reports of six 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. The service also provides adult counselling for five parents weekly.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>HT/SLT work closely with Place2be manager Dorothy George on impact of service. Dorothy George is part of the Well-being Team and is supporting school to provide more Early Help services including parenting classes for most vulnerable parents. HT also liaises with Place2be locality manager and attends termly meetings of the service.</p>	<p>HT/SLT/DG</p>	<p>Termly Well-being team meeting. Termly by Governing Board.</p> <p>2019-2020 On-going however school is looking at developing a bespoke provision in school and moving away from Place2be as we need to be more flexible for our children.</p>
<p>J) KS2 Children will have regular access to FRIENDS Nurture programme group ran by trained staff in order to develop their resilience, understanding of relationships and improve their attitudes towards their own learning.</p>	<p>TA trained in FRIENDS Resilience programme to provide a platform to support children in building their own confidence and resilience, whilst preparing them for their adult lives, teaching them how to engage in society and have appropriate coping strategies.</p>	<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 relationships, resilience and self-learning are limited. In turn, our pupil's self-esteem and confidence are low; therefore the school needs to take opportunities to provide a more structured approach to develop these key life skills.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Social and emotional learning</i> <i>T&L Toolkit evidence – High Impact (EEF) Metacognition and Self-Regulation</i></p>	<p>HT/SLT/CM to work closely with TA to discuss the impact of the group. Discussions with also take place with appropriate teaching staff to judge to impact the sessions are having on the pupil's learning/relationships/attitudes to learning.</p>	<p>HT/SLT/CM</p>	<p>Termly Well-being team meeting. Termly by Governing Board.</p> <p>2019-2020 On-going across all year groups. October 2020 - Nurture provision also created for Year 2 and Year 3 for two afternoons for identified children for specific pastoral needs.</p>
<p>K) Children in years 3 and 4 exploring their musical intelligence through performance and developing a wide range of learning skills from specialist providers.</p>	<p>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><i>T&L Toolkit evidence – Moderate Impact (EEF) Arts Participation</i></p>	<p>Monitoring by Music Lead JC. HT/JC to work with appropriate class teachers to discuss the impact of music on positive attitudes to learning and increased levels of well-being (suggested by EEF research).</p>	<p>JC/HT Governors</p>	<p>Termly. Music exam outcomes. Performances.</p> <p>2019-2020 On-going</p>

L) All children are able to access Educational Visits/Visitors to enrich the curriculum and support their learning and understanding in specific topic work	To subsidise educational enrichment experiences - visits outside of school/visitors into school/After school clubs (to include transport and accommodations where relevant).	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. <i>T&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>	Monitoring by SLT through pupil voice, book scrutiny and assessment information.	HT/SLT	Termly. On-going
Total budgeted cost					£34380

7. Review of expenditure

Previous Academic Year: 2018-19		Total budgeted		£138,160
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A) Rise in standards of reading outcomes at the end of KS2.	Continue involvement in GL NGRT research through Queens University focusing in Reciprocal Reading. RR strategies used in writing process across KS2.	School were invited to be part of the research group last academic year and impact has been seen across school. This year strategies will be embedded in guided sessions and start being implemented through the writing process. <i>T&L Toolkit evidence – Reading comprehension high impact (EEF)</i>	KS2 SATs results 73% highest since change in SATs. GD 30% PP readers 65% highest for school since change of SATS and higher than National GD 30% 13% above national PP. Strategy deemed highly effective in school and will continue impact has also been seen across KS1 with 70% of PP children achieving expected.	£2,079

<p>B) Rise in standards of Science outcomes across school.</p>	<p>New system of teaching Science to be introduced across school linked with quality texts. Curriculum will be structured and ensure progression of skills in scientific enquiry.</p>	<p>Focus last year within school for science was on investigations. Feedback from staff was positive but staff also requested more structure to ensure progression of skills across phases. Opportunity to link basic English skills through Science.</p>	<p>Use of quality texts for Science received positive feedback from staff and will be rolled out this academic year. This process will also be trialled across other foundation subjects to integrate basic skills and so give more valuable time to Foundation subjects across the curriculum. More time still needs to be invested in CPD on investigations across school to embed consistent procedures.</p>	
<p>C) Children to begin to be able to self-regulate their learning through meta-cognition techniques.</p>	<p>DHT to implement researched strategies across school through CPD for staff.</p>	<p>Due to the deprivation of the catchment self-regulation for pupils is often limited and as a school we need a more structured approach to enable learners of all ages to be more independent.</p> <p><i>T&L Toolkit evidence –high impact (EEF)</i></p>	<p>CPD was disseminated to all staff. A structured approach was only partially achieved and this will need to continue next academic year and will link to the focus on personal development for the children in school alongside the PSHE focus in the PP plan and SIP.</p>	
<p>D) Year six children exceed their individual targets in English and Maths by the end of the academic year and a large majority achieve year group expectations.</p>	<p>To reduce year six class size to enable greater individualised support and differentiation for English and Maths. Deputy Headteacher in Y6 mornings with a focus on PP children working at greater depth.</p>	<p>High impact on outcomes in last four years and positive impact of smaller classes on emotional well-being for the children.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Please see results table at the beginning of the plan which shows results at National expectations and PP at or above comparable national expectations.</p> <p>Impact continues to show our children benefit from smaller group sizes to support them both emotionally and academically.</p>	<p>£100,209</p>

<p>E) Increase the amount of KS2 greater depth readers. Targeted readers to exceed their individual targets across KS2.</p>	<p>Experienced teacher to work across KS2 to give targeted intervention to identified readers through the Reciprocal Reading approach.</p>	<p>New approach is having impact but specific groups need targeted interventions to close the gap in KS2 specifically PP children and those identified as potential GD.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF) Small group tuition</i> <i>T&L Toolkit evidence – High Impact (EEF) Reading Comprehension Strategies</i></p>	<p>At least 2 children per year group have been assessed as now entering into greater depth after intervention. This intervention does have high impact but at high cost.</p> <p>Next academic year this will move to our children who are not quite reaching expected in year 4 and 5.</p>	
<p>F) Y1 children to make good progress in developing their skills across Year 1 through an emotionally supportive provision, to ensure a higher percentage of children reach ARE.</p>	<p>To provide a smaller pupil to practitioner ratio and therefore greater differentiation and support for PP children who are well below the developmental statements for their age.</p>	<p>High impact seen in EY over the past three years on progress from children’s very low starting point on-entry. This year’s Year 1 cohort have a range of challenges academically and emotionally. Changes made to provision to ensure more EY orientated and a higher level of staffing to facilitate this play-based learning.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>6 children who entered Y1 at Nursery level of development were able to access Year 1 provision through the use of the continuous provision and make accelerated progress so this year they are only working a year behind their peers. The adaptability of the year 1 provision means it could support the vast range of ability and scaffold learning to support all learners and accelerate learning.</p> <p>Continue next year and use to support ear 2 learners.</p>	

<p>G) Early Years Foundation Stage children make good progress in developing their skills across the EYFS to broadly come in line with National expectations for the 17 ELG judgements with a specific focus on CLL, Reading and Writing.</p>	<p>To provide a smaller pupil to practitioner ratio and therefore greater differentiation and support for PP children who are well below the developmental statements for their age.</p>	<p>High impact over the past four years on progress from children's very low starting point on-entry. This year's Reception cohort have a range of challenges academically and emotionally. HLTA will give targeted support to accelerate progress in this challenging cohort.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>GLD 60%, however with one child who was at behaviour provision for the year and moved to a specialist provision in September GLD would have risen to 63% highest ever. Writing still lowest area but three children with intervention in Autumn term in Year 1 will be on track.</p> <p>Continue intervention.</p>	
<p>H) Most emotionally vulnerable children in school have access to therapeutic counselling to support them to access the curriculum and have strategies to deal with their barriers to learning. Support families of these children to feel confident to support their children.</p>	<p>Continue 'Place 2 Be' services within school supporting our most emotionally vulnerable children and their families. (Place2be service £26,266)</p>	<p>Fifth year of Place2be service. Impact reports of five 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. The service also provides adult counselling for five parents weekly.</p> <p><i>T&L Toolkit evidence – Moderate Impact</i></p>		<p>£35872</p>

<p>I) Vulnerable children in school get the appropriate emotional support to access the curriculum fully and develop confidence and self-esteem.</p>	<p>To support vulnerable PP children with emotional and behavioural needs through access to bespoke Nurture sessions when identified as part of pastoral support plan.</p>	<p>Specific children need 1-1 attention at specific times and may be waiting for Place2be session. Experienced TA facilitates sessions.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Erratic impact. Staff have now been trained in FRIENDS programme and this will be integrated into our PSHE programme. Group sessions of FRIENDS will be ran next academic year in a very structured way with SDQ analysis used for outcome analysis.</p>	
<p>H) Vulnerable parents to engage in parenting courses and drop in sessions to support behaviour and routines to impact children’s emotional well-being and boundaries.</p>	<p>HLTA trained in delivering ‘Incredible Years Parenting Programme’ in conjunction with Triad school Family Worker. Courses will be delivered across both schools and drop in sessions offered to support parents and build trust. Links will also be made with Place2be for counselling work if required and bespoke Nurture sessions.</p>	<p>Due to the lack of Early Help services across the city an increase in vulnerable families has been seen over the past two years with SLT dealing with a lot of families needing basic parenting advice and emotional support. Sunderland last academic year had no parenting programmes running and limited support for domestic violence. Parents trust school and in discussion with governors felt it is important to support the whole family to enable this to impact on the emotional stability for the individual child.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>Parenting session ran and was highly useful however parent engagement was low of the 5 who attended the full course impact was high and engagement with those parents in school is now strong and children are thriving emotionally. Links with Place2be are being developed further this year to try and engage parents through mindfulness courses and engage parents through PSHE workshops with their children with parenting resilience sections integrated in linked to FRIENDS.</p>	

<p>I) Children in years 3 and 4 exploring their musical intelligence through performance and developing a wide range of learning skills from specialist providers</p>	<p>To provide enrichment opportunities in the 'Arts' curriculum through instrumentalist specialist support.</p>	<p>High impact in previous years with children highly engaged and making very good progress.</p> <p><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>High impact - continue</p>	
<p>J) All children are able to access Educational Visits/Visitors to enrich the curriculum and support their learning and understanding in specific topic work</p>	<p>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><i>T&L Toolkit evidence – Moderate Impact (EEF)</i></p>	<p>High impact - continue</p>	