

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School Name	Ox Close Primary School
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	22.7% 71 pupils
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	Termly
Statement authorised by	Daniel Harrison
Pupil Premium Leads	Daniel Harrison and Anna Bowden
Governor Lead	Nicola Milne

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£86285
Recovery premium funding allocation this academic year	£8990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95275

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Ox Close Primary School, we want all of our children to aspire to follow the school's mantra of "Be The Best You Can Be" in all aspects of life.

We believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high aspirations for all our children.

The main barriers to learning for disadvantaged pupils at our school are speech and language difficulties, lack of resilience and independence skills, low levels of writing and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

Challenges

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

Challenge Number	Detail of Challenge
1	High levels of speech and language difficulties on entry and lack of exposure to high quality vocabulary.
2	Limited levels of parental engagement for children who are persistently absent.
3	Narrowing the gap between our disadvantaged children and all other groups by the end of Key Stage Two.
4	Low confidence levels in writing across a variety of genres.
5	Children's lack of exposure to real life experiences that enhance their cultural capital.
6	Low resilience, independence and basic skills.
7	Mental health and emotional wellbeing.

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
<p>To improve oral language skills beginning in EYFS and progressing throughout the school.</p> <ul style="list-style-type: none"> - <i>Blast</i> - <i>NELI</i> - <i>Ongoing CPD for staff</i> 	<p>EYFS – Increase in the percentage of pupils achieving the Communication and Language Early Learning Goal. Staff to work alongside Oxclose Nursery in order to improve language and communication from an earlier starting point.</p> <p>KS1 and KS2 – Increase in the percentage of children reaching the age-related expectation in Reading and Writing including increasing the percentages of those children reaching greater depth.</p>
<p>To ensure that children have access to a language rich environment.</p> <ul style="list-style-type: none"> - <i>Curriculum linked language mats and displays within the classroom</i> - <i>Sharing language resources between home and school</i> - <i>Staff modelling of the correct use of language within context</i> - <i>Ongoing CPD for staff</i> 	<p>All children will be exposed to high quality vocabulary across school and will be confident at using transferrable vocabulary in everyday situations and also their writing.</p>
<p>To improve levels of parental engagement and increase attendance of children who are persistently absent.</p> <ul style="list-style-type: none"> - <i>Parent Support Advisor/ Attendance Manager employed by the school.</i> - <i>Variety of parent workshops and events in school.</i> - <i>1:1 meeting held with persistently absent families to address barriers and put interventions in place.</i> - <i>Regular attendance initiatives to encourage attendance.</i> - <i>Regular meetings between PSA/Attendance Manager and SLT.</i> 	<p>Increase in the attendance of Pupil Premium parents at workshops, consultations and events in school that support parents with their children’s learning.</p> <p>Parental surveys to be used pre and post events to demonstrate the increased knowledge of the parents on how to support their children to learn.</p>

<p>To narrow the gap between disadvantaged and non-disadvantaged children at the end of each key stage.</p> <ul style="list-style-type: none"> - <i>Rigorous tracking in place across school to ensure early identification is key to diminishing the learning gap.</i> - <i>Additional teaching staff to reduce class sizes.</i> - <i>Quality first teaching for all.</i> - <i>Effective deployment of teaching assistants.</i> 	<p>Assessment data will show that the gap between disadvantaged and non-disadvantaged children narrows over time.</p> <p>By the time children leave at Ox Close at the end of Year 6, it is hoped that disadvantaged children will be in line with non-disadvantaged within the school and nationally.</p>
<p>To increase the percentage of children achieving greater depth in all subject areas.</p> <ul style="list-style-type: none"> - <i>Additional teaching staff to reduce class sizes.</i> - <i>Quality first teaching for all.</i> - <i>Effective deployment of teaching assistants.</i> - <i>Challenge and enrichment activities.</i> - <i>Specific interventions in order to accelerate progress from expected to greater depth.</i> - <i>Ongoing CPD and EDA support for staff to understand what is expected of a greater depth child.</i> 	<p>Increase in the percentage of disadvantaged children reaching greater depth in all subject areas.</p>
<p>To raise the profile and increase confidence in writing at Ox Close which results in improved outcomes.</p> <ul style="list-style-type: none"> - <i>Ongoing staff CPD.</i> - <i>Implementation of Talk for Writing in KS1 and KS2.</i> - <i>Moderation of writing internally and externally.</i> - <i>Implementation of a new approach to spelling in Y2 and KS2.</i> 	<p>A positive culture towards writing throughout school evidenced through the outcomes from pupil surveys. Increase in the percentage of children reaching the age-related expectation and greater depth in writing.</p>

<p>To increase the children’s cultural capital by providing them with a curriculum that is enriched with “real life” experiences.</p> <ul style="list-style-type: none"> - <i>All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</i> - <i>Continuing to enrich our holistic curriculum approach.</i> - <i>Access to wider opportunities which will influence the thinking and values of children.</i> 	<p>All disadvantaged children in school will have participated in a wide range of “real life” experiences that enhance their cultural capital.</p>
<p>To increase children’s independence, resilience and basic skills.</p> <ul style="list-style-type: none"> - <i>Growth Mindset</i> - <i>Emphasis on effective behaviours for learning.</i> - <i>School will continue to be part of the Durham Resilience Programme.</i> - <i>School have pledged to follow and participate in the Health and Wellbeing Framework.</i> - <i>Continue to ensure that learning routines are embedded.</i> - <i>Ensure opportunities re built in to curriculum to develop confidence and self-esteem.</i> 	<p>Children’s independence and resilience will increase over time. They will be more confident with the completion of basic skills and this will have a positive impact on their overall attainment and progress.</p>

<p>To continue to promote positive mental health and emotional well-being throughout school.</p> <ul style="list-style-type: none"> - <i>Two staff members to be trained in Youth Mental Health First Aid.</i> - <i>Regular events in school to promote.</i> - <i>School to continue to use the services of the EWEL team.</i> - <i>Signposting parents to where they can get further support.</i> - <i>Curriculum focus where appropriate to raise awareness.</i> - <i>Developing children's emotional vocabulary in order to help them express themselves.</i> 	<p>There will be a positive culture at Ox Close which embraces and promotes positive mental health and wellbeing. The children will feel supported and openly talk about mental health. In addition, the number of children requiring additional support for mental health will decrease over time.</p>
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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: £50000 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of highly trained and experienced staff who deliver quality first teaching across school.</p>	<p>Reducing class size EEF educationendowmentfoundation.org.uk</p> <p>This provision has been extremely successful in previous years and this success therefore justifies the large proportion of the pupil premium allocation that has been directed towards this action.</p> <p>Favourable adult to pupil ratios accelerate the learning of those children that are making slower progress than others are.</p>	<p>1 3 4 5 6</p>
<p>Effective deployment of Teaching Assistants across school to support children with their learning within the class and in small groups.</p>	<p>Teaching Assistant Interventions EEF educationendowmentfoundation.org.uk</p> <p>Small group tuition EEF educationendowmentfoundation.org.uk</p> <p>Making Best Use of Teaching Assistants EEF educationendowmentfoundation.org.uk</p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>

<p>Ongoing and current CPD for staff in order to further enhance their professional skills.</p>	<p>Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>We are working with the Teaching Development Trust to further enhance CPD in school and embed the use of research.</p> <p>In addition, we are working with other North East schools to explore the use of research with an initial focus on the use of metacognition in school.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1 3 4</p>
<p>Early identification of speech and language need</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Intervention and support targeted at Reception and where need identified using NELI and Blast.</p> <p>Children with SEND working with appropriate outside agencies as soon as possible.</p>	<p>1</p>
<p>Language rich environments with communication and oral language interventions taking place.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1 5 6</p>
<p>Small group phonics teaching in KS1 and for those children who have not met the standard in KS2.</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	<p>3 6</p>

<p>Training and implementation of structured writing programme in KS1 and KS2 to address outcomes.</p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Talk for Writing will be implemented across KS1 and KS2 from September 2021. It will be reviewed regularly with moderation of writing taking place termly.</p>	<p>3 4</p>
<p>Training & implementation of structured spelling program to address gaps and with frequent revisits previous year group content</p>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Jane Considine's approach to spelling will be implemented across KS2 from September 2021.</p> <p>Year 2 will begin the programme at a later date following the Autumn Term phonics test.</p>	<p>3 4</p>

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

Budgeted cost: £36750 (additional money from school budget will be used on top of this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of Teaching Assistants across the school.</p> <p>Whole School – variety of interventions running which change in accord to the learning needs of the children.</p> <p>EYFS – Small groups for speech and language and intervention to narrow the gap and improve the low on entry skills.</p> <p>KS1 – Small groups for RWI and spelling. Pupil Premium children are targeted to accelerate progress towards Y1 Phonics test. Additional 1:1 intensive reading intervention</p> <p>KS2 – Additional phonics, spelling and LEXIA interventions.</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>The provision has been effective in previous years, supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class. Small group and intensive interventions are proven to accelerate progress.</p>	<p>1 3 4 6</p>
<p>Year 6 Maths Intervention Teacher</p>	<p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8525

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor/Attendance Manager to work in partnership with families, parents, carers, pupils and other agencies to enable all pupils to have full access to educational opportunities and overcome barriers to their learning and participation.</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Engaging Parents as Partners - Teacher Development Trust (tdtrust.org)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2 6 7</p>
<p>Cultural Capital - All curriculum topics will include a real-life experience which will enable children to participate in experiences that they have not had access to outside of school.</p>	<p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Promoting positive mental health and wellbeing throughout the school year.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>7</p>

Total budgeted cost: £95275

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Desired Outcome	Review																								
<p>To focus upon the provision and progress of all Pupil Premium children, including the challenge available for more able Pupil Premium children.</p>	<p>Pupil premium children across Key Stage Two accessed smaller class sizes due to this provision.</p> <p>Year 6 Results in Summer Term 2021:</p> <table border="1" data-bbox="507 842 1082 1196"> <thead> <tr> <th colspan="4" data-bbox="507 842 1082 882">Working at the Expected Level</th> </tr> <tr> <th data-bbox="507 882 683 1032"></th> <th data-bbox="683 882 791 1032">School PP 2021</th> <th data-bbox="791 882 938 1032">Overall National 2019</th> <th data-bbox="938 882 1082 1032">PP National 2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="507 1032 683 1075">Reading</td> <td data-bbox="683 1032 791 1075">73%</td> <td data-bbox="791 1032 938 1075">73%</td> <td data-bbox="938 1032 1082 1075">62%</td> </tr> <tr> <td data-bbox="507 1075 683 1117">Writing</td> <td data-bbox="683 1075 791 1117">73%</td> <td data-bbox="791 1075 938 1117">79%</td> <td data-bbox="938 1075 1082 1117">68%</td> </tr> <tr> <td data-bbox="507 1117 683 1160">GPS</td> <td data-bbox="683 1117 791 1160">73%</td> <td data-bbox="791 1117 938 1160">78%</td> <td data-bbox="938 1117 1082 1160">68%</td> </tr> <tr> <td data-bbox="507 1160 683 1196">Maths</td> <td data-bbox="683 1160 791 1196">73%</td> <td data-bbox="791 1160 938 1196">79%</td> <td data-bbox="938 1160 1082 1196">68%</td> </tr> </tbody> </table> <p>Results across Year 3, 4 and indicated that there is a greater proportion of Pupil Premium children were working at age related expectations by the end of the year compared to the baseline that staff carried out in September 2020.</p> <p>Lessons Learned:</p> <ul data-bbox="507 1473 1401 1738" style="list-style-type: none"> • This provision has been successful and this success justified the large proportion of the pupil premium allocation that has been directed towards it. • Greater depth outcomes for pupil premium children are less favourable than other subjects. • Writing continues to an area for development with pupil premium children. <p>Next Steps:</p> <ul data-bbox="507 1823 1401 2045" style="list-style-type: none"> • Continue with this model and add over to the • Use EDA support to analyse the provision for greater depth children – focussing on narrowing the gap between pupil premium and non-pupil premium children. • Continue to address the writing provision at Ox Close, with a specific focus on pupil premium children. 	Working at the Expected Level					School PP 2021	Overall National 2019	PP National 2019	Reading	73%	73%	62%	Writing	73%	79%	68%	GPS	73%	78%	68%	Maths	73%	79%	68%
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<p>To increase the proportions of children working at greater depth in all areas of the curriculum, with a particular focus that a greater number of children leave KS2 working at greater depth.</p>	<p>Greater depth results were improving across the school although the lockdowns did have an impact on the increase in proportions.</p> <p>Year 6 Summer Term results for greater depth PP children were on track to be above the national averages:</p> <table border="1" data-bbox="507 385 1136 741"> <thead> <tr> <th colspan="4">Working at Greater Depth</th> </tr> <tr> <th></th> <th>School PP 2021</th> <th>Overall National 2019</th> <th>PP National 2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36%</td> <td>27%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>20%</td> <td>11%</td> </tr> <tr> <td>GPS</td> <td>45%</td> <td>36%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>36%</td> <td>27%</td> <td>16%</td> </tr> </tbody> </table>	Working at Greater Depth					School PP 2021	Overall National 2019	PP National 2019	Reading	36%	27%	17%	Writing	36%	20%	11%	GPS	45%	36%	25%	Maths	36%	27%	16%
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<p>To improve the outcomes of writing across the school.</p>	<p>It was evident prior to the lockdowns that children were making progress in writing. Writing was an integral part of the curriculum and from observations, learning walks and work scrutinies it was clear that children were engaged in writing activities.</p> <p>However, writing was the subject that took a significant dip during remote learning. Parents reported that they found this the most difficult subject to support their children with.</p> <p>Once all children were back in school, interventions were put in place to support the children and writing continues to be a priority in the School Improvement Plan and also the new Pupil Premium spending plan.</p>																								
<p>To provide additional TA support and personalised intervention for Pupil Premium children in order to accelerate progress.</p>	<p>The provision was effective in supporting all children but in particular providing additional support for Pupil Premium children. Highly favourable adult to pupil ratio had a positive impact on learning within the class.</p> <p>The additional support and targeted intervention was also required as part of the recovery and catch-up curriculum.</p>																								
<p>To accelerate the progress of all children in the run up to the Key Stage One and Two SATs.</p>	<p>Prior to the lockdowns, children were on track to make accelerated progress and the estimated results were pleasing. Due to the end of Key Stage assessments not taking place nationally, this outcome could not be fully evaluated. It continues to be a priority in the School Improvement Plan and also the new Pupil Premium spending plan.</p>																								
<p>To improve levels of parental engagement.</p>	<p>Out Parent Support Advisor worked with families to improve levels of parental engagement focusing primarily on those families who had barriers to attending school. Adaptations were made to the way the PSA worked due to the national restrictions in place but virtual events were offered.</p>																								

	In addition, the attendance of children during remote learning was monitored closely and parents were contacted by class teacher and SLT if children were not attending. Support was provided for families through laptops and supporting with internet access were required.
To improve the persistent absenteeism of Pupil Premium children – aim is to narrow gap between Pupil Premium and non-Pupil Premium.	Persistent Absenteeism of Pupil Premium continued to be an issue however intervention from PSA/Attendance Manager meant that this was reducing over time. Due to lockdowns, we were not fully able to address these issues and therefore we are not able to fully evaluate this outcome.

Externally Provided Programmes

Programme	Provider
NELI - Nuffield Early Language Intervention	Nuffield Foundation Education Limited
BLAST - Boosting Language Auditory Skills and Talking.	Blast Programme Limited

Part C: Governance – Monitoring the effectiveness of the Pupil Premium Strategy

Activity	Autumn Term 2021 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> • Class sizes in Y5 and Y6 have been reduced by having 4 classes across the phase rather than 3. This will assist with accelerating progress and closing gaps ensuring that the children are secondary ready. • Teaching assistants are deployed to support small groups within the classroom and also facilitate interventions. • CPD of staff continues to be a high priority – Ox Close are involved in TDT and NEPRC collaboration projects. • Early identification of language needs has ensured that children receive intervention in a timely manner. Referrals have also been made in to SALT in light of the assessments. • Blast 2 is running in Reception for those children who require extra support with listening and attention. • NELI – additional staff in Reception have received training for this. • All staff have received Talk for Writing training in September 2021 and this has now been implemented across Y1 – Y6. • Our new spelling programme was introduced in Y3 to Y6 in November 2021. 	<p>Premiums Governor Visit – 23.11.2021</p> <p>FGB and Finance Meeting – 09.12.2021</p>
Targeted Academic Support	<ul style="list-style-type: none"> • Teaching Assistants have been deployed to support children within class in small groups and also carry out interventions. These interventions are designed to meet the needs of individual children and the content is derived from teacher assessment, children’s work in lessons and also termly data. • Year 6 Maths intervention teacher runs two small groups – each group runs weekly for one hour. Children have been selected through assessments which took place in September. 	<p>Premiums Governor Visit – 23.11.2021</p> <p>FGB and Finance Meeting – 09.12.2021</p>
Wider Strategies	<ul style="list-style-type: none"> • The PSA has supported those families who have requested additional support – it has been noted that there has been a significant number of children suffering with anxiety since the pandemic and parents are requesting support with this. • Wellbeing is a priority at Ox Close – it continues to be built in to the curriculum but drop-down days have also been organised to raise awareness. An example 	<p>Premiums Governor Visit – 23.11.2021</p> <p>FGB and Finance Meeting – 09.12.2021</p>

	<p>of this is World Mental Health Day in October 2021.</p> <ul style="list-style-type: none"> • Social media platforms are used to share mental health and emotional wellbeing information with the parents – these have been well-received. 	
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Activity	Spring Term 2022 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> • Class sizes in Y5 and Y6 continue to be reduced. • Continuous Provision is used in Y1 and Y2 – this means that Maths and English is being taught in small groups and tailored to the needs of the children. • TDT training has involved pedagogical coaching for two staff members who are then sharing this with other colleagues. • NEPRC has focussed upon change readiness, metacognition and music teaching. Leaders have made visits to schools to assess change readiness and areas for development have been identified. Metacognition projects are currently running in Y3/4 and Y6. • Blast 2 continues to run in Reception for those children who require extra support with listening and attention. • NELI has been implemented. • The majority of children in Y2 have completed the phonic programme and 82% passed the Autumn Term Government Phonics Check. These children have now been moved on the new spelling programme. 	<p>FGB and Finance Meeting – 10.03.2022</p> <p>Premiums Governor Visit – 29.03.2022</p>
Targeted Academic Support	<ul style="list-style-type: none"> • Half termly progress meetings are held where progress in interventions are discussed. Teacher assessments are analysed and children’s gaps identified – intervention groups and focuses were then altered in light of this. • Year 6 Maths intervention continues – the focus for the Spring was arithmetic. • Year 6 booster sessions commenced in February 2022 – there are 6 staff supporting with this. (Ratio 6:38). 	<p>FGB and Finance Meeting – 10.03.2022</p> <p>Premiums Governor Visit – 29.03.2022</p>
Wider Strategies	<ul style="list-style-type: none"> • Cultural Capital activities have restarted now that the pandemic restrictions have been lifted. Reception children have visited different local community hotspots and also carried out a litter pic. Children in Y3/4 have completed a live data collection activity as part of their Maths curriculum. 	<p>FGB and Finance Meeting – 10.03.2022</p> <p>Premiums Governor Visit – 29.03.2022</p>

	<p>Children in Y5 took part in a Captain Chemistry visit and have also visited Whitworth Park Academy.</p> <ul style="list-style-type: none"> We now have a variety of different after school clubs on offer – these have been very well-received and are always oversubscribed. We plan to increase this offer further in the Spring Term. 	
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Activity	Summer Term 2022 Evaluations	Governor Meeting Dates
Teaching	<ul style="list-style-type: none"> Class sizes in Y5 and Y6 continue to be reduced – this has been successful and will continue in the next academic year. Continuous Provision is used in Y1 and Y2 – this means that Maths and English is being taught in small groups and tailored to the needs of the children. This will continue next year with the addition of Little Wandle Phonics and Reading sessions incorporated in to the timetable. NEPRC has concluded – staff in school have completed research projects around metacognition and their finding will be used as part of research throughout school next year. Children in Reception have completed Blast 2 and NELI – this led to an increase in children at ARE and 60% achieved a GLD. There was however a significant gap between the disadvantaged and the non-disadvantaged. 61% of children passed the Y1 phonics check - there was no gap between the disadvantaged and non-disadvantaged. Children who did not pass will continue with phonics next year. By the end of Year 2, 93% of children had passed the Phonics Check. There was a small gap between disadvantaged v non-disadvantaged – 86% v 95%. <p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Developing oracy across the school. - Implementation of a new phonics scheme – Little Wandle - Continue to embed VIPERS in KS2. - Interventions ran to support children who require additional support to close gap to their peers. 	<p>FGB and Finance Meeting – 07.07.2022</p> <p>Premiums Governor Visit – 01.07.2022</p>

<p>Targeted Academic Support</p>	<ul style="list-style-type: none"> • Half termly progress meetings have been held where progress in interventions are discussed. Teacher assessments are analysed and children's gaps identified – intervention groups and focuses were then altered in light of this. • In class and out of class interventions are running in all year groups – these are tailored to the individual needs of the children. • Year 6 Maths intervention – Mr Taylor – all children in this group reached ARE. • Year 6 booster sessions ran until May 2022 – there were 6 staff supporting with this. (Ratio 6:38). Data from Autumn to Spring to Summer showed an increase in children working at ARE. <p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Focussed interventions ran by Teaching Assistant – needs led based on data but also focussed on supporting disadvantaged children oracy, language, phonics and reading. - Year 6 Maths Intervention – Mr Taylor – children have been selected based on Y5 data – target group are working below or just at ARE. 	<p>FGB and Finance Meeting – 07.07.2022</p> <p>Premiums Governor Visit – 01.07.2022</p>
<p>Wider Strategies</p>	<ul style="list-style-type: none"> • Cultural Capital activities have restarted now that the pandemic restrictions have been lifted. Visits have included: <ul style="list-style-type: none"> - Reception – Hall Hill Farm - Years 1 and 2 – Seaham Beach - Years 3 and 4 – Beamish - Year 5 – Preston Park - Year 6 – Calthorpe Court Residential • Variety of after school clubs are running and we are tracking which children are attending. Disadvantaged participation in clubs: <ul style="list-style-type: none"> - Autumn – 19% - Spring – 22% - Summer – 21% <p>Focus Areas for 2022 – 2023:</p> <ul style="list-style-type: none"> - Continue to embed cultural capital into the curriculum. - Encourage disadvantaged children to take part in after school clubs. - PSA to increase engagement with disadvantaged families. 	<p>FGB and Finance Meeting – 07.07.2022</p> <p>Premiums Governor Visit – 01.07.2022</p>