

## Academic Year 2021-2022

Pupil premium strategy statement – publish date July 2021, review date July 2022

### School overview

Metric	Data
School name	Tow Law Millennium Primary School
Pupils in school	98 + 16 place nursery
Proportion of disadvantaged pupils	55%
Pupil Premium allocation this academic year	£60,235. + £350.57 carry forward Total £60,585.57
Academic year or years covered by statement	2021 - 2022
Publish date	19 May 2021
Review date – annual - termly reviews	1 April 2022 July 2021 & December 2021 This document is reported to the FGB summer term and finance committee Autumn term.
Statement authorised by	Lisa Croft Chair of Governors
Pupil premium lead	Lisa Jackson
Governor lead	Richard Manchester

### Disadvantaged pupil progress scores for last academic year

KS2 Disadvantaged progress scores 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019	Score 2020 – TA – no DfE score available	Score 2021
Reading	0.9	-2.70		TBC
Writing	1.46	2.37		TBC
Maths	2.37	1.43		TBC

KS2 Disadvantaged pupil performance 2018 and 2019 (No data available for 2020)

Measure	Score 2018	Score 2019	Score 2020 – TA due to Coronavirus	Children re-baselined following Spring 2021 lockdown (8/3/2021 onwards) and progress analysed across all groups
Meeting expected standard at KS2	83%	55%	63%	
Achieving high standard at KS2	0%	0%	0%	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including apprentices) have received pay for training to deliver phonics programme effectively.
Priority 2	NELI: Staff receive necessary training to deliver Oral language intervention. This is for Nursery & Reception who show signs of weakness in their oral language skills and therefore experience difficulty with reading. 30 weeks intervention with TA in small group of 3 or 4 children.
Barriers to learning these priorities address	Ensuring staff use evidence-based phonics programme effectively. (Education Endowment Foundation 2019) Ensuring early language development is accelerated in line with national evidence-based programme. (EEF 2019) teaching interventions.
Projected spending financial year 2021-2022	£30,585.57

## Teaching priorities for current academic year (professional Development)

Aim	Target	Target date
<b>Meeting Expected standard in EYs</b>		
Progress in Reading	Achieve national average progress scores in KS2 reading (0).	July 2022
Progress in Writing	Achieve national average progress scores in KS2 writing (0)	July 2022
Phonics	Achieve national average expected standards in PSC in Y1	July 2022
Other	Improve attendance of disadvantaged pupils to LA average (13.9% Durham overall)	September 2021 December 2021 April 2022

## Targeted academic support for current academic year (intervention, small group tuition, 1:1 support)

Measure	Activity
Priority 1	Embed Phonics interventions across EYFS and KS1. Monitoring and targeted intervention for children in all three year groups who are not at ARE with particular focus on disadvantaged pupils reaching expected standard end of Y1. What about anyone in other years not ARE due to COVID?
Priority 2	Complete the Nuffield Early Language Intervention programme with Nursery & Reception. Buy and embed Fiction Express across all year groups alongside Accelerated Reader to increase reading for pleasure.
Barriers to learning these priorities address	Lower levels of reading fluency have been found to slow pupil progress in all areas. Restricted vocabulary development prevents engagement with wider curriculum and the development of reading and writing fluency. Provision of a wide range of high quality texts supports reading engagement and fosters love of reading. EEF evidence based.
Projected spending financial year 2021-2022	£15,000

## Wider strategies for current academic year (Attendance Improvement)

Measure	Activity
Priority 1	Office manager/secretary to use SIMs to target PP/Ever 6 pupils for weekly attendance checks looking at absence (authorised/unauthorised), PA and lateness. Liaise with HT who will work with parents to set acceptable targets. If targets not met, work with the enforcement team in line with LA guidelines.
Priority 2	Trophy with ribbons each week and end of year class reward/trip (age/COVID appropriate). Individual pupil attendance incentive to be discussed with the School Council, agreed upon and initiated September 2021.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils has positive impact on outcomes. Legacy of COVID concerns in this community.
Projected spending financial year 2021-2022	£15,000.00

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff professional Development	Use of Inset days and additional cover to release key staff to deliver in-house training/team-teaching
Targeted support	Ensuring enough time for the literacy/Early Years Lead to develop an action plan with the LA Early Years Advisor and follow up necessary actions.	Early Years lead and LA Early Years Advisor work in partnership to strengthen Early Years offer.
Wider strategies	Engaging families facing the most challenge.	Working closely with outside agencies to support families in need.

### Review: last year's aims and outcomes:

**Impact of COVID:** A rise in domestic abuse/violence, 60% increase on last year's Tow Law crime and anti-social behaviour statistics, attendance affected by bubble closures in 3 out of 4 classes and periods of staff/pupil isolation across the school community, a rise in referrals to the MHST, CAMHS and counselling services have all impacted on pupil progress, particularly in the areas of SEMH and reading.

We currently have 8 referrals within CAMHS; the negative impact of COVID is the delay in allocation of consultations due to the limited chance of face-to-face consultations because of restrictions. However, the support of the MHST (13 pupils/families referred from July 2020 - July 2021) and bereavement counselling (3 pupils currently receiving this support), both of which have continued throughout lockdowns, have provided support to pupils and families in need.

Aim	Outcome
To ensure all relevant staff implement the new Long Term phonics plan so that phonics is delivered effectively and gaps in learning are reduced.	To support the implementation of the new long-term plan, the co-ordinator has worked with EYFS and KS1 staff to purchase texts to support the implementation of the programme. This has been very successful in EYFS. We are continuing to work together to ensure there is clear progression and fluidity across EYFS and KS1. We are hoping to work across the two classes next year to continue to improve the phonics teaching and learning.
To work as a staff to ensure that reasoning and problem solving within maths is embedded from EYFS through to year 6.	Monitoring through weekly meetings for targeted pupils ensures timely 'catch up' and co-ordinator to review books and carry out pupil voice.

<p>To improve the attendance of children in receipt of PP funding and reduce the number of PP children who arrive late for school and the number of minutes lost through poor punctuality.</p>	<p>Attendance has been closely monitored all year. Following third lockdown monitored on a weekly basis and clear guidelines set out for parents/carers. HT or Second in Charge directly makes contact with all PA families on first day of absence.</p> <p>Currently we have 17 pupils who meet the absence threshold for PP PA. Comparison data shows the impact of COVID on the rise of PA for our vulnerable pupils.</p> <p>We are developing individual action plans to include % targets. We are working closely with the Enforcement Team and 1 family moved to initial warning letter from the Enforcement Team. Our PA PP this year show a reduction across the year:</p> <p>Over the 6 half terms, the figures are as follows: 14/23/9/9/10/3</p>
<p>To increase the % of children in receipt of PP who attain ARE in reading in end of Key Stage Two tests.</p>	<p>We currently have 76% of children in KS2 who are working at the ARE in reading. Interventions are continuing for those children who aren't at ARE which is 5 children.</p>
<p>To improve mental health and well-being of children in receipt of PP funding.</p>	<p>69% of referrals made for support from the MHST, from July 2020 - May 2021, were for pupil premium pupils/families (9/13 referrals).</p>
<p>Poverty proofing wider school life.</p>	<p>We have worked tirelessly with the community and providers to assist families in financial difficulties. We have:</p> <ul style="list-style-type: none"> <li>• Sourced funding providing winter coats/boots/hats/scarfs</li> <li>• Relaxed our uniform policy and recycled, at no cost, uniform. Also, we have sold stock at reduced costs to parents.</li> <li>• Provided all resources necessary to support home learning (paper, pencils and all items of stationery)</li> <li>• Worked swiftly to ensure when family circumstances change they are immediately checked for FSM entitlement.</li> <li>• Provided vouchers and then high quality packed lunches to all FSM pupils during lockdown. Vouchers were problematic due to lack of delivery slots and poor transport links and families not wanting to travel during lockdown.</li> <li>• Providing IT and support to individual families.</li> <li>• Supported families through our strong links with the Mental Health Support Team, completing referrals for parent-led CBT where deemed appropriate.</li> </ul>