



Pupil premium strategy statement: 2021-2024

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.

Last updated: 20th November 2023

School overview

Detail	Data
School name	Carville Primary School
Number of pupils in school	Jan21 – 196 Dec21 – 199 Nov22 – 206 Nov23 - 182
Proportion (%) of pupil premium eligible pupils	Jan21 - 59% Dec21 – 71% Nov 22 – 73% Nov 23 – 74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date of last review	November 2022
Date of next review	November 2023
Statement authorised by	Full Governing Body
Pupil premium lead	Allan Qualters
Governor / Trustee lead	Joe Shimwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,085
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£N/A
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£194,775

Part A: Pupil premium strategy plan

Statement of intent

At Carville Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations for all learners. 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.

Considering the challenges faced by vulnerable pupils, such as those who have a social worker and young carers is at the heart of what we do at Carville. We have a strong pastoral team, led by a member of the SLT who has responsibility for inclusion and SEND.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment and intervention with a strong and proven evidence base of high impact. It will not be based on assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	School context of deprivation: Our school deprivation means that there are large number of families facing social and economic challenge. Our school deprivation

	<p>indicator (IDACI) is 0.3 (decile 1). We have an IMD of 43.0 - decile 2. 84% of pupils live in the 20% most deprived areas nationally. None of our pupils live in the least deprived areas nationally. A large number of families not in receipt of Pupil Premium are 'just about managing' and face significant financial pressures. The EEF has identified that 'closing the attainment gap' is proving to be even more challenging following the pandemic. According to their research, it is unlikely to be closed without specific intervention.</p>
2	<p>Social Care Needs: Our school has a large number of families supported historically or currently as vulnerable families. Many of our families need support from school to help them to address their needs and support their children's learning. This results in varying degrees of academic support at home. A larger number of children at Carville are likely to under achieve without intervention, making this a key challenge to overall attainment at Carville. Combined research by 'What works for Children's Social Care' and the EEF recognises that children with social care needs tend to have lower on average attainment but there is little evidence based research as to what works to improve outcomes for these children. 'Signs of Potential' is a study showing which interventions may have an impact on outcomes.</p> <p>https://whatworks-csc.org.uk/research-report/what-works-in-education-for-children-who-have-had-social-workers/</p> <p>Furthermore, many of these children present with complex and varied needs leading to less 'readiness to learn'. As a result, a social and emotional curriculum to address these needs is likely to impact positively.</p> <p>https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>
3	<p>Attainment on-entry: <u>All</u> of the children enter nursery with knowledge and skills below those expected for their age, many significantly below. Each cohort has differing aspects of low on entry data within the prime areas. We currently have children who are not yet toilet trained. The EPPSE study found children attending a high quality pre-school showed a positive effect on attainment by the end of Primary School. Therefore, the foundation stage has been staffed with a high level of qualified teachers. The EEF has conducted research to show the Nuffield Early Language Intervention has the highest impact on outcomes for children leaving Early Years. This is an intervention currently delivered at Carville.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>
4	<p>SEND: School Data Pack 2021 identified 27% of pupils receiving SEN support which is higher than the national average. A further 2% of pupils have an EHCP. Currently the % of pupils across the school identified with SEND is 32%. We currently have 5 EHCP, with a further 5 children being considered for statutory assessment. SEND cohorts vary across classes. 42% of the current Y6 cohort are SEND and 48% of the current Y5 cohort are SEND. Evidence shows that children with SEND are less likely to achieve good outcomes than their peers. There is a large body of evidence showing which strategies have the biggest impact on improving outcomes for children with SEND. The EEF has provided a summary of recommendations which.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222</p>
5	<p>Stability: In 2020 Carville Primary School had 64% which is significantly lower than the national average. This means a much higher rate of pupils entering/leaving</p>

	school throughout the year than nationally. Pupils entering often have complex vulnerabilities, typically pupils who leave tend to do so due to improved personal circumstances and are often those who have better attainment and progress. High mobility impacts on the attainment, progress and well-being of not only the pupils transferring, but also those remaining in school.
6	Attendance: 2020/21 absence rate of 6.79% (93.21% overall attendance) Persistent absence was significantly higher than the previous year at 24.73% Poor attendance rates, and particularly high persistent absence rates, of PP pupils reduces their school hours potentially resulting in them making less progress and have lower levels of attainment.

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
To raise achievement in reading for all pupils, particularly the most able and those in receipt of Pupil Premium through consistent challenge in all lessons	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
To improve the quality of teaching in mathematics in order to raise achievement in mathematics for all pupils including the most able and those in receipt of Pupil Premium, so that more pupils achieve highly from their varied starting points	Pupils eligible for PP in Year 6 make rapid progress so that most pupils eligible for PP meet KS1 targeted expectations by the end of KS2 and all have made at least good progress from their starting point.
To reduce persistent absence rates for all pupils (including those in receipt of PP).	Overall persistent absences rates for pupils eligible for PP will improve to be in line with national and in line with other groups. There will be a decrease in the numbers of persistent absentees among pupils eligible for PP to in line with national and comparable to other groups.

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: £119,592

Activity	Evidence that supports this approach	Challenge number (s) addressed
Disadvantaged pupils receive regular and high quality feedback on their progress and this is routinely followed up.	<p>Substantial evidence that high quality feedback, especially verbal feedback, with time for learners' to respond, has a high impact on outcomes for learners. Data from the school's internal tracking systems shows that non-disadvantaged children tend to perform better across all subjects.</p> <p>EEF: Feedback – very high impact, very low cost (+6mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	3-4
Professional development for teachers/monitoring always has a focus on disadvantaged pupils and their needs.	<p>Partnership work with external agencies regarding Adverse Childhood Experiences and the effects of trauma on SEMH and development – prevalent in disadvantaged families.</p> <p>Refocus on Relationships and the Vision & Values of the school to impact on practice.</p> <p>EEF: Social and Emotional Learning – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF Effective Professional Development Recommendations: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term</p>	1-2
Partnership work e.g. Shine Alliance, NTLT, Wallsend Children's	Ongoing partnership work with multiple agencies – Wallsend Children's Community and SCUK resulted in families benefitting from grants to support them during COVID. This had the additional impact of improving relationships between families and school and subsequently parental engagement	1-6

Community, Family Gateway etc. regularly monitored for impact.	https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-setting-up-partnerships	
Focused Leadership and Management time for Narrowing the Gap and standards, teaching and learning led by Deputy Head, supported by a newly appointed SLT member with responsibility for curriculum and assessment in addition to a TLR holder Mathematics	<p>Two members of SLT are non-class based allowing for additional high quality support and intervention from experienced leaders, keeping children included within the classroom as much as possible.</p> <p>DHT with responsible for inclusion, SEN and SEMH</p> <p>Second SLT member has responsibility for English and phonics as well as curriculum, assessment and data.</p> <p>More senior and experienced teachers have responsibility for Maths and Science</p> <p>Senior Leaders believe in distributing and encouraging leadership at every level and show commitment to CPD for all.</p> <p>EEF: Reading comprehension strategies – very high impact, low cost (+6mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF: Mastery learning – high impact, very low cost (+5mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1-6
Recruitment of additional teaching staff in EYFS	<p>Increased number of experienced and qualified teaching staff in EYFS to ensure high quality pastoral and academic teaching and provision leading to excellent progress from very low starting points.</p> <p>Higher ratios also allow us to bring children into school as soon as they turn three (not the term after) and to provide additional 30hr places, beyond those pupils who are eligible.</p> <p>EEF: Communication and language approaches – very high impact, very low cost (+6mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>EEF: Self-regulation strategies – high impact, low cost (+5mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>EEF: Play-based learning – high impact, very low cost (+5mths)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</p>	3

	<p>EEF: Earlier starting age – very high impact, very high cost (+6mths) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/earlier-starting-age</p> <p>EEF: Extra hours – moderate impact, high cost (+3mths) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/extra-hours</p> <p>EEF: Early literacy approaches – moderate impact, very low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>EEF: Early numeracy approaches – very high impact, very low cost (+6mths) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p>	
SENDCO working towards NASEN (National Association of Special Educational Needs) qualification	<p>High quality training to masters level for SENDCO to improve knowledge and understanding and fulfil national requirement for SENDCO to hold the NASEN award</p> <p>EEF: Teaching Assistant interventions – moderate impact, moderate cost (+4mths). Can be improved with good monitoring and effective communication. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4
<p>Pupil progress meetings hold teachers accountable for the achievement of all disadvantaged.</p> <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Regular discussions between class teachers and SLT ensure accountability and the correct level of support is targeted towards those that need it. This will allow us to track pupil's progress and plan effectively for next steps.</p> <p>EEF: Small group tuition – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF: Teaching Assistant interventions – moderate impact, moderate cost (+4mths). Greater impact when lead by teacher in class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	1-6

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

Budgeted cost: £63,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
In Spring and Summer terms, SLT will share teaching responsibilities for the Y6 cohort	<p>Two experienced practitioners with knowledge of the children (have both previously been cohort's class teacher) and have excellent relationships with them will provide foundation for progress and attainment</p> <p>EEF: Social and Emotional Learning – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
There are currently two teachers being trained in THRIVE to provide 1:1 support for children with SEMH	<p>Through the Arts and Relationship, building the capacity of children to recognise sensations, name feelings and self-regulate to improve 'readiness and behaviour for learning'.</p> <p>THRIVE has a strong evidence base showing high impact on Social and Emotional Mental Health, relationships and behaviour. Also creates opportunities for staff to talk and listen to disadvantaged children, further evidence that staff are being deployed effectively based on the needs of the children.</p> <p>Thrive Approach – impact of Thrive https://www.thriveapproach.com/about-thrive/impact-of-thrive/ EEF: Arts participation – moderate impact, low cost (+3mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF: Social and Emotional Learning – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1-2,4
Use ongoing assessment for learning to implement teacher targeted intervention	<p>Focused interventions allow additional practise of key skills beyond the daily teaching of mathematics and literacy.</p> <p>Evidence of reduced referrals to LACT and Dyslexia teams due to ongoing partnership work with both agencies and strategies being incorporated into Quality First Teaching</p>	3-4

and support in KS1 and KS2 aimed at closing the gap and maximising attainment. Delivered by TA staff within the classroom or in discussion with the class teacher or SENDCo.	<p>EEF: Small group tuition – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF: Teaching Assistant interventions – moderate impact, moderate cost (+4mths). Greater impact when lead by teacher in class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
Continue focussed support staff led interventions across the school in Speech and Language (BLAST), SALT supported interventions, Dyslexia Team support programmes, THRIVE (and other SEMH) intervention	<p>Focus on interventions that have a strong evidence base for successful outcomes.</p> <p>EEF: Teaching Assistant interventions – moderate impact, moderate cost (+4mths). Greater impact when lead by teacher in class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	4
Staff to attend identified CPD to incorporate inclusive practice into quality first teaching	<p>High fidelity to interventions, strong CPD for staff in these approaches, particularly for new staff members. Strong links and professional relationships with other agencies</p> <p>EEF: Early literacy approaches – moderate impact, very low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>EEF: Early numeracy approaches – very high impact, very low cost (+6mths)</p>	4

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches	
A rolling programme of CPD with a focus on Mental Health First Aid, Restorative Practice and Reading / phonics	<p>Purpose and aims regularly shared with staff. Staff regularly contribute to plans and their own CPD this fosters a collective responsibility rather than a 'top-down' approach to change.</p> <p>EEF: Social and Emotional Learning – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF: Reading comprehension strategies – very high impact, low cost (+6mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>EEF: Mastery learning – high impact, very low cost (+5mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>EEF: What are the Characteristics of Effective Teacher Professional Development? https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p>	2-4
PP Lead / SENDCO to monitor and support evaluation of specific interventions. Attendance at North Tyneside PP network meetings and dissemination of learning.	<p>Regular networking and discussion with peers allows good practice to be shared. The voice and oversight of the Local Authority is a 'critical friend' allowing for challenge and development in a supportive manner. This will lead to an increased knowledge and understanding of the barriers disadvantaged children face at school and at home.</p> <p>https://www.gov.uk/government/publications/setting-up-school-partnerships/guide-to-setting-up-partnerships</p>	1-6

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

Budgeted cost: £38,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and fully fund the free breakfast club.	<p>Take up of the breakfast club is high despite numbers fluctuating on a daily basis. Attendance is usually 40-50 children a day, a significant proportion of which are PP.</p> <p>Dfe Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (2017)</p>	1-2, 6
<p>Annual awards for improved and excellent attendance</p> <p>Administrative Attendance Lead to support raising attendance.</p> <p>Half termly letters sent out to for pupils with attendance below 96% and attendance improvement plans for those with under 93% attendance (PA).</p> <p>Maintain focussed leadership and management time to support attendance priority.</p>	<p>Overall attendance for the school year 2019/19 showed FSM6 pupils at 5.1% overall absence (94.9% attendance). Persistent absence for the PP cohort was 14.7%, slightly higher than the school overall (12.8%). Poor attendance rates, and particularly high persistent absence rates, of PP pupils reduces their school hours potentially resulting in them making less progress and have lower levels of attainment.</p> <p>DfE:</p> <ul style="list-style-type: none"> - Improving school attendance: support for schools and local authorities (update Jan 2022) - Securing good attendance and tackling persistent absence (2022) 	6

<p>Weekly meetings between DH and school administrator to discuss PA, referrals for PNWL etc. School administrator completes weekly RAG attendance sheet to enable tracking of pupils at risk of PA.</p>		
<p>Despite reduced access to Educational visits under current restrictions, where visits do take place, funding will covers costs for Educational visits (residential visits and day visits) and visitors. This includes (but not limited to): Mastery Programme with Burnside Business and Enterprise College and other primary schools; Ocean Youth Trust North sailing visit; Outdoor Education provision with NEST; additional</p>	<p>Enriched curriculum increases engagement. This impacts on attendance, attainment and progress. We are determined that disadvantage will not be a barrier to accessing a broad and deep range of experiences. Opportunities for curriculum enrichment is offered to all children as a matter of routine, including academically able children who are disadvantaged.</p> <p>This allows us to offer experiences that will inspire and engage disadvantaged children</p>	<p>1-2, 6</p>

swimming lessons; Forest School; Curriculum Enrichment; after-school provision, including homework club. Theatre groups and specialist visitors to school (artists in residence, historians, World of Work, etc.)		
The school has committed to the LAs Mental Health First Aid Pilot Group and appointed a MHFA champion	<p>High quality CPD rooted in evidence provided by accredited external agency. Two MHFA champions – one of which holds a position on the SLT to raise the profile and affect change.</p> <p>All staff are trained in MHFA techniques in order to identify and address issues through QFT</p> <p>Inclusive approach allows high levels of needs (some of theme complex) to be addressed within school leading to increased levels of happiness and feelings of safety amongst children, therefore improving attendance and engagement and ultimately progress and attainment</p>	1-6
The school has invested in the development of specialist areas of provision to cater for and support children's mental health and well-being (break out spaces around the school, with sensory and soft play equipment)	<p>Increased feelings of safety and wellbeing to support mental health, relationships and behaviour</p> <p>Increased engagement and attendance</p> <p>Although the spaces can be used by all vulnerable children or those at times of crisis, special care and attention is paid to those disadvantaged children and service children to ensure they are given time to access spaces and check in with adults.</p> <p>Creating regular opportunities to talk and listen to disadvantaged children</p> <p>EEF: Arts participation – moderate impact, low cost (+3mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation EEF: Social and Emotional Learning – moderate impact, low cost (+4mths)</p>	2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Investment in THRIVE as an embedded approach to supporting and developing children with SEMH	<p>CPD for whole staff in THRIVE – high quality, evidence based approach to SEMH. Investment in specialist staff to create a pastoral team, led by the SENDCO with support from Early Years teacher and two Learning Support Assistants</p> <p>Thrive Approach – impact of Thrive https://www.thriveapproach.com/about-thrive/impact-of-thrive/</p>	2,4
LINK project through HIVE – North Tyneside Virtual School	<p>Developing relationships with external professionals with a high level of expertise in SEMH. Regular consultation with Virtual Teachers also ensures that PP funding can be used most effectively.</p> <p>Increased knowledge and understanding of the most up to date approaches in supporting children who have experienced Adverse Childhood Experiences and are or have previously been Looked After Children (PLAC / LAC</p>	1-2
Early Help Assessment prioritised and specific time given within DHT timetable	Senior leader with increased knowledge and understanding of the Early Help process to support families in need of additional support but who do not meet threshold for statutory support from other services.	1-2
Moving from a behaviour policy to a Relationships Policy	<p>Encompasses behaviour for learning, Relationships and Health Education, Mental Health First Aid. Allows all staff to maintain high expectations for all pupils and is based on strong relationships. Senior leaders are not afraid to interrogate longstanding procedures and instigate change in the best interests of children.</p> <p>EEF: Social and Emotional Learning – moderate impact, low cost (+4mths) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1-6

Total budgeted cost: £194,775

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 2022 to 2023 academic year.

There is an ongoing focus on assessment for learning to improve quality first teaching. The vision and values and mission statement has been reviewed and rewritten by staff lead by school leaders. Work with external partners to develop the school's relational and restorative approach has been completed. The school is now part of a network of Newcastle schools who completed the training, with the option to take part in the next phase of this work. The school has committed to the Local Authority MHST and Connect partnership to support children through trauma informed approaches. There continues to be ongoing work with external agencies such as Wallsend Children's Community. A review of the impact of this work is yet to be completed.

Additional teaching capacity in Early Years has been embedded There are has been for the last three years, three teaching staff developing the Early Years provision. This has also created an opportunity to expand the school's leadership team and built in additional capacity for a senior member of the teaching staff to develop Early Years SEND and inclusion. The SENDCO continuing to work toward NASEN qualification (one year pause in study during the pandemic). Anticipated completion date June 2024.

Pupil progress meetings between teaching staff and SLT are timetabled and held on a regular basis. Standardised diagnostic testing equipment is used to analyse gaps in children's learning and inform next steps. Staff have been trained on how to use diagnostic testing. Members of SLT now have classroom teaching commitments and do not have capacity to support Year 6 this academic year. The action relating to SLT supporting teaching in a particularly year group was very specific to the 2021-22 Y6 cohort.

The school currently has two fully trained and qualified Thrive practitioners who are teaching assistants (not teachers). A programme of Thrive intervention is delivered for individuals on a regular basis. Each class has a Thrive assessment for their group to allow for adaptations to meet the needs of each cohort.

The school's system for mapping intervention provision has been developed. The school is working with the Local Authority SEND and Inclusion team to develop practice further in order to ensure provision is more targeted and impact can be measured more succinctly. Interventions that have been designed by external agencies such as

dyslexia and speech and language continue to be closely followed and reviewed by staff supported by specialists.

Staff have attended CPD to develop their knowledge and understanding of specific intervention approaches. Work is continually ongoing to monitor and review impact of this training. There has been extensive training for staff on relational and restorative approaches to behaviour management, Zones of Regulation to support children's behaviour and communication skills as well as reading and phonics. Staff new to the school take part in extensive phonics training to understand the school's approach to the teaching of phonics.

SENDCO / PP lead has attended some network meetings in order to share good practice. The SENDCO is currently working with the SEND / Inclusion team to develop the school's systems for monitoring the impact of interventions. There has also been some support from the LA to develop the school's approaches to assessment for learning in order to inform quality first teaching. Implementation of this work continues with plans in place to monitor impact.

The school continues to offer a fully funded breakfast club for anyone wishing to attend. This remains popular and although numbers vary on a daily basis, tends to be around 40 children per morning.

Children continue to receive certificates on a termly basis for 100% attendance, 'excellent' attendance (above 96%) and 'most improved' attendance. The school has been working very closely with the local authority to implement a new authority wide approach to improving attendance. Attendance continues to be led by the deputy and the office administrator.

COVID restrictions are no longer in place, however the impact of COVID on visits continues to be felt – some educational visit establishments are no longer operating and new offers have been slow to emerge. The school has committed to heavily subsidising the cost of the weekend residential to High Borran and other visits and visitors are subsidised using the pupil premium funding and through access to other grants. The school offered a wide programme of extra-curricular activities during the Autumn and Spring terms. The school is seeking to widen this offer throughout 2023-24 by using external providers to run extra-curricular clubs

The school completed its work with the LA pilot group to develop a Mental Health First Aid champion. All staff have received extensive training on Mental Health First Aid. The deputy head is now the Mental Health lead. The school has committed to a partnership with the Local Authority MHST and Connect. The Mental Health lead attends regular network meetings with other Mental Health Leads of local schools and has a 1:1 consultation with MHST specialist once a month.

The school has worked extensively with educational psychology and other schools to develop its spaces around school that support regulation and SEMH. This includes the use of a Thrive room which follows the Zones of Regulation principles designed with sensory and soft play in order to deliver focused intervention (reactively and proactively) to support regulation. In addition to this, other spaces around the school have been developed with specific sensory purposes in mind. Spare classrooms have been repurposed to support cohorts of children with the highest needs.

The school has participated in the LINK project delivered by the LA virtual school (HIVE). There is a proactive relationship with HIVE in order to access support for all children currently being supported by a social worker (not just limited to children who are currently or have previously been looked after i.e. in care).

The deputy head attends regular training both with North Tyneside and Newcastle to ensure best practice in the delivery of Early Help Assessment and planning is adhered to. In addition to this, capacity to support families has increased due to the EYFS lead also having been trained to support families through EHAP.

The school has extensively developed its Relationship Policy which now encompasses the school's approach to behaviour management, anti-bullying and Relationships and Health Education. The policy has been recently reviewed by SLT. Parents and other members of the school community will also be invited to contribute to the review process. The impact of this approach has been clear on changing some very challenging behaviour. The school recognises that this work is not yet complete and is committed to embedding its approach in order to improve pupil behaviour further so its impact on learning is reduced even more.

Externally provided programmes

Programme	Provider
MyOn	Renaissance
Accelerated Reader	Renaissance
Commando Joe	NUFC
Timestable Rockstars	Allrollover
Education City	Education City
Purple Mash	2Simple
GL Assessments	GL Assessment
See Hear Respond	Barnados
SCUK Emergency Response Grants	Save the Children UK
Floppy's Phonics	Oxford Owl

Zones of Regulation	Social Thinking
THRIVE	The THRIVE approach
Sonar Curriculum	Juniper Education
MHST	Connect
Launchpad for Literacy	Launchpad for Literacy
Boom Reader	Squirrel Learning
Nelson Handwriting	Oxford university press
White Rose Maths	White rose education
NUSTEM	Northumbria University
One Spark	Beamish open air museum

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)
