



# Carr Hill Community Primary School

## Pupil Premium Strategy Statement - 2021/22

This statement details our school's use of pupil premium (and recovery premium) 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   | Carr Hill Community Primary School |
| Number of pupils in school  | 295 (excluding nursery)            |
| Proportion (%) of pupil premium eligible pupils                         | 66% (195 of 295 eligible pupils)   |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022 – 2023/2024              |
| Date this statement was published                                       | November 2021                      |
| Date on which it will be reviewed                                       | July 2022                          |
| Statement authorised by   | Paul Harris, Headteacher           |
| Pupil premium lead  | Amanda Thompson                    |
| Governor / Trustee lead   | Janis Green                        |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £243,445        |
| Recovery premium funding allocation this academic year                                 | £28,275         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£271,270</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Carr Hill Community Primary School, a large proportion of our pupils are eligible for Pupil Premium Funding. Many of these children have a variety of additional barriers to their learning. We intend to offer opportunities and resources to help them close any gaps with their peers from less disadvantaged backgrounds within school. We want all children to leave school as confident individuals who strive to be the best people they possibly can be. We aim to give our pupils opportunities to develop their cultural capital and personal development, so they have experiences and prospects that will offer them life skills and open doors. We want all pupils to develop a love for learning that will carry on as they move into the next phase of their education and into adult life.

Our pupil premium strategy is based on the data and trends we observe and from formal and informal observations. We know that we need to address extremely low baseline on entry which impacts hugely on our youngest pupils' abilities to speak, listen and understand. We work to address these disadvantages by increasing our staffing levels (in all areas of the school to support quality first teaching), through NELI interventions, by the development of a curriculum which is rich in communication and language and through the development of literacy skills across the school.

We prioritise quality first teaching across the school which supports both disadvantaged and non-disadvantaged pupils. Through careful curriculum planning and targeted assessments, we aim to identify and support pupils who are at risk of falling behind. We drive to support our disadvantaged pupils at every stage of their education.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Communication and language skills: extremely low baseline on entry into school.  |
| 2                | Assessment, observation, and discussions with staff suggest disadvantaged pupils have greater difficulties retaining basic skills such as basic number facts, vocabulary and SPAG (Spelling, Punctuation and Grammar) rules.   |
| 3                | Lack of communication and lack of development around early language skills due to limited access to speaking and reading opportunities at home and in pre-school activities/groups.  |
| 4                | Limited parental involvement with children's education, including homework and home learning not being supported by some families. Limited time spent reading out of school, and limited support with pupils' developing the basic learning and self-help skills required to get ready for school. |
| 5                | Multiple barriers to learning: some disadvantaged pupils also have a SEND needs, emotional regulation needs, support from children's services etc.   |
| 6                | High levels of SEND pupils across the school.  |
| 7                | Catch up – levels of engagement in remote/in school education varied during the pandemic national lockdowns and periods of mass isolation. As a result, many pupils need focussed support and curriculum alterations to catch up, to ensure they are working at or towards ARE.                    |
| 8                | Need for suitable technology at home to support home, school learning around basic skills including reading, phonics and basic maths skills.   |
| 9                | Increasing support required for families including: Financial advice and funding, children's services/early help for our pupils and family support for emotional and mental wellbeing.   |
| 10               | Emotional needs/wellbeing of pupils – this means we have to have very carefully managed behaviour plans and systems in place.  |
| 11               | Lower attendance within our Early Years and KS1 pupils eligible for PP.  |
| 12               | Limited opportunities for physical activity and development leads to many children who are not physically equipped to cope with school life, and their lack of physical development readiness affects their ability to learn.  |

## 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>Pupils to make strong progress from low starting points in Early Years, through Quality First Teaching, well timed and matched interventions, relevant resourcing and offering educational visits that link tightly to the curriculum and to contextual experiences of the wider world.</p> | <ul style="list-style-type: none"> <li>• High quality first teaching leading to active learning, high motivation and engagement across the school during all observations, curriculum walks and drop in sessions</li> <li>• Pupils will be involved in high quality 1 :1 and small groups researched based (both external and internal) interventions which will focus upon assessed specific gaps in learning</li> <li>• Pupils to make progress in basic skills and apply this in the wider contexts and other areas within the curriculum</li> <li>• Pupils with significant assessed gaps in learning will be prioritised to allow them to catch up</li> <li>• Educational visits are planned every half term to enrich the curriculum work in the classroom</li> </ul> |
| <p>Pupils develop their phonological awareness, both in and out of school.</p>   | <ul style="list-style-type: none"> <li>• Successful implementation of validated DFE phonics programme 'Little Wandle Letters and Sounds'</li> <li>• All staff to complete training for LWL&amp;S</li> <li>• Quality first phonics teaching will support pupils in Early Years and Key Stage 1 to have a greater phonological understanding and they will be able to apply this in reading and writing</li> <li>• Parents and carers to attend phonics taster sessions in EY and KS1 to offer greater support when reading at home.</li> <li>• Online support for phonics given to parents and carers by staff through posting of online tutorials and support from LWL&amp;S</li> </ul>   |
| <p>Improved oral and language skills and vocabulary among disadvantaged pupils</p>   | <ul style="list-style-type: none"> <li>• Observations and engagement in intervention programmes show significantly improved oral language skills in our Early Years pupils</li> <li>• Formal observations demonstrate active learning, high motivation, use of broader vocabulary range (evident during pupil conversations, work moderations, during observations, curriculum walks and drop-in sessions).</li> </ul>  |
| <p>Pupils develop key basic skills: reading and mathematics, both within and outside of school.</p>  | <ul style="list-style-type: none"> <li>• All staff support the teaching of relevant basic skills and repetition of these skills</li> <li>• Pupils will have greater understanding of core basic skills</li> <li>•</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Pupils will be able to apply basic skills in a variety of contexts following a mastery approach</li> <li>• Assessments will show that pupils are making progress with basic skills and using these to support deeper understanding in curriculum learning</li> </ul>  |
| <p>Pupils develop emotional resilience to face and manage challenges encountered on a daily basis, leading to higher quality focused learning opportunities for all.</p> | <ul style="list-style-type: none"> <li>• Pupils' self-esteem and confidence is developed. Their well-being is enhanced, and this will improve learning opportunities and focus on learning</li> <li>• Pupils use self-regulation and calming strategies to help them regulate and cope with daily challenges</li> <li>• Evidence that the school's PSHE/RSE curriculum enhances the well-being of disadvantaged pupils</li> <li>• RISE programme used to support individuals and small groups to develop resilience and emotional regulation</li> <li>• Referrals made to SPA (Single Point of Access) and Emotional Well Being Teams to offer deeper levels of support to our pupils</li> </ul> |
| <p>Accelerate progress in reading for pupils eligible for PPM.</p>   | <ul style="list-style-type: none"> <li>• Quality first teaching, interventions and online resources lead to improved outcomes for pupils in reading</li> </ul>   |
| <p>Improve the attendance of pupil premium pupils across the school.</p>   | <ul style="list-style-type: none"> <li>• Pupils, including disadvantaged pupils, across the school to reach an attendance rate of at least 96%</li> <li>• Consistent sharp focus by teachers and admin staff on attendance</li> <li>• Persistent absence is in line with national data for all pupils</li> </ul>   |

## 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: £52,225**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Little Wandle Letters and Sounds (LWL&amp;S) Phonics Scheme to be introduced in Autumn 2021 in EYFS and Key Stage 1. This will be integrated into Quality First Teaching throughout the year.<br/><br/>Phonics leader to evaluate effectiveness of phonics teaching in each class R-Y2.</i> | <ul style="list-style-type: none"> <li>• DfE validated phonics programmes</li> <li>• Phonics toolkit EEF</li> <li>• The Rose Report</li> <li>• DFE reading framework</li> <li>• Phonics approaches have strong evidence of positive impact on pupils and disadvantaged pupils.</li> </ul>   | 1, 2, 3 and 5                 |
| <i>Ensure all staff have received high quality phonics, reading and maths training.</i>  | <ul style="list-style-type: none"> <li>• EEF T and L toolkit, teacher subject knowledge</li> </ul>  | 1, 2, 3, 5 and 7              |
| <i>Additional Phonics resources purchased to support decoding and blending across the school</i>   | <ul style="list-style-type: none"> <li>• Phonics approaches have strong evidence of positive impact on pupils and disadvantaged pupils.</li> <li>• EEF T and L toolkit, teacher subject knowledge</li> </ul>  | 1, 2, 3 and 5                 |
| <i>Reading: develop teacher pedagogy and curriculum through action research focused on raising attainment. CPD for staff and curriculum development time.</i>  | <ul style="list-style-type: none"> <li>• EEF T and L toolkit, teacher subject knowledge</li> </ul>  | 1, 2, 3 and 5                 |
| <i>Ensure that all staff adopt the mastery approach to Maths through participation in the Maths Hub. Budget CPD for staff and curriculum development time.</i>   | <ul style="list-style-type: none"> <li>• Teachers to engage with the most up to date thinking from the Maths hub, utilising the expertise of the Maths hub lead/curriculum lead NCETM resources.</li> <li>• EEF T and L toolkit, teacher subject knowledge</li> </ul>   | 2, 4 and 7                    |
| <i>Smaller class sizes in prioritised areas of the school Key Stage 1 and Upper Key Stage 2.</i>   | <ul style="list-style-type: none"> <li>• Our school-based evidence shows that smaller class sizes have an impact on learning as it allows quality first teachers to teach in accordance with the pupil's individual needs. They allow for higher quality, more in depth interactions between pupils and teachers and reduces disruption.</li> <li>• EEF T and L toolkit, teacher subject knowledge – Reducing Class Size</li> </ul> | 5, 6, 7                       |

|   |   |                            |
|---|---|----------------------------|
| <p><i>Provision of high-quality teaching and learning, and consistently high curriculum standards throughout the school observed through regular, effective monitoring and sharing of good practice (peer mentoring).</i></p> | <ul style="list-style-type: none"> <li>• Delivering appropriate interventions to pupils (including higher ability mastery teaching to relevant disadvantaged pupils) at the earliest opportunity.</li> <li>• Research and evidence highlight small group interventions and 1:1 work accelerates progress; intervention at the earliest opportunity is proven to be more successful in diminishing the difference between disadvantaged/advantaged pupils.</li> <li>• We will target high quality interventions to help diminish the difference in learning gaps.</li> </ul> | <p>1, 2, 3, 4, 5 and 7</p> |
|---|---|----------------------------|

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

Budgeted cost: £144,7198

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Use of known staff to support mentoring and school led tutoring for pupils whose education has been impacted by the pandemic.</i>          | Specific needs and knowledge gaps are targeted through tuition, and this is an effective method to support low attaining pupils or those who fall behind both in 1:1 learning and small groups.<br>EEF-1:1 tuition<br>EEF-small group tuition   | 1, 2, 3, 4, 5, 6 and 7        |
| <i>Targeted language intervention for Early Years to support catch up in early literacy (NELI project).</i>                                   | Oral language interventions can have a positive impact on pupils' language skills. Approaches on S and L and a combination of the two show positive impacts on attainment.<br><i>EEF Oral Language Intervention</i>   | 1, 2, 3, 4, 5, 6 and 7        |
| <i>Targeted phonics intervention for Early Years and Key Stage 1 (Little Wandle Catch Up lessons).</i>  | Phonics approaches have strong evidence of positive impact on pupils and disadvantaged pupils.<br>EEF Phonics toolkit, teacher subject knowledge  | 1, 2, 3, 4, 5, 6 and 7        |
| <i>Targeted reading intervention (fluency through the Little Wandle Scheme in KS1; Reading Plus and 1:1/small group sessions in KS2).</i>     | EEF T and L toolkit, teacher subject knowledge<br>EEF Phonics toolkit<br>EEF reading comprehension strategies   | 1, 2, 3, 4, 5, 6, 7 and 8     |
| <i>Access to quality reading books at school and at home. Collins Big Cat Phonics for Letters and Sounds - fully decodable reading books.</i> | EEF Phonics toolkit<br>EEF Reading Comprehension toolkit  | 1,2,4,5,7 and 8               |
| <i>Targeted small groups interventions in Maths, e.g. First Class @ Number 1/2, Success @ Arithmetic.</i>                                     | Our school-based evidence highlights the successful implementation of intervention programmes such as: Becoming First Class and First Class @ Number, Success @ Arithmetic, small group phonics training in EYFS and KS1. School based evidence shows that small group interventions and 1:1 work accelerates progress and suits the needs of our pupils emotionally as well as academically. | 2, 4, 5 and 7                 |



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

Budgeted cost: £74,847

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Family Support Worker to work closely with staff across the school to support families with attendance and acute needs.</i>   | <i>EEF T and L toolkit, parent/carer engagement<br/>Improving attendance, the key for school leadership summary of research and case studies</i>   | 9 and 11                      |
| <i>Ensure that Pupil Premium pupils have equal access to extra-curricular learning opportunities, including educational visits, breakfast club, after-school clubs, residential.</i>   | EEF evaluation reports-social and emotional learning Newcastle University (Nuffield Foundation) after school clubs and academic performance<br>EEF evaluation reports-breakfast club<br>EEF evaluation reports-outdoor adventure learning  | 5, 10 and 11                  |
| <i>Homework Club</i>   | EEF T and L Toolkit - Homework   | 4, 5, 7 and 9                 |
| <i>Development of Early Years Outdoor Area</i>   | EEF T and L Toolkit - Physical Activity  | 12                            |
| <i>Continue support from RISE Educational Mental Health Practitioner</i>   | Feelings of wellbeing are fundamental to the overall health of an individual, enabling them to successfully overcome difficulties and achieve what they want out of life.<br>EEF evaluation reports-social and emotional learning  | 9 and 11                      |
| <i>Support pupils with emotional needs through a range of support groups to improve resilience – targeted referrals into CYPS, RISE, EWBT and school nursing service - where necessary.</i>  | Changing the mindset of pupils will allow them to tackle challenging problems in learning and life with greater confidence.  | 9 and 10                      |
| <i>White board purchased to support teaching and learning in Year 5 support class.</i>   | EEF T and L Toolkit – Reducing Class Sizes   | 5, 6 and 8                    |
| All staff to work closely with Family Support Worker (SC) with a focus on attendance and wellbeing within families.<br><br>FSW to support with the emotional wellbeing and development of resilience strategies within our pupils. | Building resilience and self-esteem will aid progress and focus towards teaching and learning activities.<br><br>Endeavour to provide a rich and interesting curriculum to develop the whole child.<br><br>Changing the mindset of pupils will allow them to tackle challenging problems in learning and life with greater confidence. | 9, 10 and 11                  |

**Total budgeted cost: £271,270**

## 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.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

***The desired successful outcomes from last academic year's pupil premium strategy were:***

**A:** Pupils to make strong progress from low starting points in Early Years, through Quality First Teaching, well timed and matched interventions, resourcing and offering educational visits that link tightly to the curriculum to give pupils experiences of the wider world.

**B:** Pupils develop their basic skills: phonological awareness, speaking/listening, reading and mathematics, both within and outside of school.

**C:** Pupils develop emotional resilience to challenges they face on a daily basis, which will lead to higher quality focused learning opportunities.

**D:** Accelerated progress in Maths of pupils eligible for Pupil Premium.

**E:** Accelerate progress in reading for pupils eligible for PPM.

**F:** Improve the attendance of pupil premium pupils in Early Years and KS1.

**G:** Ensure as many children stay in school as possible to receive quality first teaching.

#### **Early Years - Desired Outcome A, B, C, F and G**

Children made good progress from very low starting points in Early Years last academic year. There was a change in approach to the classroom set up and timetabling. Staff were closely supported to become strong play practitioners, through training and careful deployment.

Additional time was found within the timetable, by shortening lunch periods, to support phonics teaching and phonics interventions across EYFS. The English leader and Phonics leader focussed on missed learning opportunities within phonics to ensure gaps were covered as quickly as possible for all pupils.

Early Years' classrooms were set up to support the emotional resilience of the pupils. Pupils with highlighted additional needs were carefully managed through the transition between Nursery and the start of Reception. A quicker 'push' on phonics uptake was taken within reception to immerse children with a wider range of phonics at a quicker pace (after the success of this we have used feedback from this to choose a new validated phonics scheme for pupils in Carr Hill – Little Wandle Letters and Sounds). Throughout lockdown, KS1 staff recorded face-to-face phonics lessons to support individual learning at home.

The NELI project was started with a group of pupils, after four staff had completed their individual training. This was working well, and children were developing oral confidence because of the programme. Staff felt that it was working well too and could see clear confidence changes in those taking part. This was negatively disrupted because of the COVID-19 pandemic which led to lockdowns, class isolation periods and individual pupil/teacher periods of isolation.

There was a careful focus, within the Early Years curriculum, to give pupils opportunities to make and foster strong and meaningful relationships. The focus on well-being training for staff and play partner training for early years' staff supported our youngest pupils returning into

school happily and calmly. This also supported parents/carers getting their children back to school. We focussed on children being able to face challenges and develop resilience but the youngest children in school had so little experience of finding resolutions and dealing with conflict with their peers. This focus on developing pupils' relationships took a great deal of time and careful working with parents/carers to offer appropriate advice and support. In some cases, we have used external support services (early help & child development team etc.). This has led to further pupil relationship focus this coming academic year on emotional resilience with our youngest pupils.

Breakfast club for all pupils was run from pupils' classrooms, to avoid crossing of bubbles. This started at 8:20am each morning and pupils could attend on a soft-drop basis. This supported attendance and punctuality each morning - over 170+ pupils benefitted from this on a daily basis.

### **Key Stage 1 - *Desired Outcome A, B, C, D, E and F.***

Additional time was found within the timetable, by shortening lunch periods, to support phonics teaching and phonics interventions across KS1. The English leader and Phonics leader focussed on missed learning opportunities within phonics to ensure gaps were covered as quickly as possible for all pupils.

Small class sizes in KS1 helped to allow bespoke focussed teaching for pupils based on assessed gaps in learning. It helped pupils with significant emotional needs to have a chance to settle back into quieter, calmer classrooms and has supported the high number of disadvantaged pupils we have in school with SEND. Pupils with significant needs have then been carefully supported with home learning, where necessary, and interventions whilst in school either pre, during and post lockdown periods.

English and Mathematics interventions in KS1 were supported by a skilled SEND teacher on a 1:1 basis supporting: phonics, reading and maths within Year 1 and 2. This teacher also supported small group tuition interventions.

Intervention support and training given to teaching assistants (TAs) across KS1 supported pupils' gaps in learning. This has led to increased confidence with TAs running interventions. Throughout lockdown, KS1 staff recorded face-to-face phonics lessons to support individual learning at home. This enabled children to continue to learn new GPCs during national lockdowns and hopefully eliminate the risk of misconceptions and misteaching of these key sounds. Visual mnemonics were copied and sent home for parents/carers. This also enabled parents/carers to continue to support their children after the lesson. Anecdotal feedback, from engaged parents/carers, was extremely positive. Again, there was significant impact due to COVID-19 as the face-to-face, informal training and monitoring was very difficult to deliver in the traditional way due to the need not to cross bubbles.

Our engagement with our local Maths Hub led to development of the ready to progress documentation and CPD for all staff in school. Mathematics assessments highlighted disadvantaged pupils' gaps in learning. As a result of this, the curriculum and specific mathematics interventions were made relevant for these pupils. The Ready to Progress documentation was tailored to meet the learning needs of all pupils and supported the transition of pupils moving into new year groups across the school.

Children were carefully supported around their emotional resilience and well-being. Surveys from parents/carers and children indicated that the EWB support given throughout the lockdown periods had supported reengagement within school (after lockdowns and periods of isolation). Pupils were supported well by staff and referrals into RISE/EWBT/CYPS supported those children requiring further emotional support.

The headteacher, school business manager and family support worker carefully monitor attendance. Rewards/gifts were given for those pupils attaining excellent attendance. The figure of 94.8% last academic year was just slightly lower than the school's target of 95%.

Breakfast club for all pupils was run from pupils' classrooms, to avoid crossing of bubbles. This started at 8:20am each morning and pupils could attend on a soft-drop basis. This supported attendance and punctuality each morning - over 170+ pupils benefitted from this daily.

CPD was completed by all staff using training provided by our Educational Psychologist Support service. This looked at ACES, ADHD, Autism, bereavement etc.

### **Lower Key Stage 2 - *Desired Outcome A, B, C, D, E, F and G.***

Additional time was found within the timetable, by shortening lunch periods, to support phonics teaching and phonics interventions where it was necessary in Lower Key Stage 2. The English leader and Phonics leader focussed on missed learning opportunities within phonics to ensure gaps were covered as quickly as possible for all pupils.

Increasing staff ratios in Year 3 and Year 4 helped to allow bespoke focussed teaching for pupils based on gaps in learning and current attainment levels on their return in September 2020 and subsequent lockdown periods and isolations. It helped pupils with significant emotional needs to settle back into quieter, calmer classrooms and supported the high number of disadvantaged pupils we have with SEND in these year groups. These disadvantaged pupils, with significant additional needs and barriers to learning, have then been carefully supported with home learning, when and where necessary, and carefully managed interventions whilst in school.

Our engagement with our local Maths Hub led to development of the ready to progress documentation and CPD for all staff in school. Mathematics assessments highlighted disadvantaged pupils' gaps in learning. As a result of this, the curriculum and specific mathematics interventions were made relevant for these pupils. The Ready to Progress documentation was tailored to meet the learning needs of all pupils and supported the transition of pupils moving into new year groups across the school.

Children were carefully supported around their emotional resilience and well-being. Surveys from parents/carers and children indicated that this supported pupil reengagement within school after lockdowns and periods of isolation. Pupils were supported well by staff and referrals into RISE/EWBT/CYPS supported those children requiring further emotional support.

The headteacher, school business manager and family support worker carefully monitor attendance and rewards were given for those pupils attaining excellent attendance. The figure of 94.8% last academic year was just slightly lower than the school's target of 95%.

Breakfast club for all pupils was run from pupils' classrooms, to avoid crossing of bubbles. This started at 8:20am each morning and pupils could attend on a soft-drop basis. This supported attendance and punctuality each morning - over 170+ pupils benefitted from this daily.

The school joined in Gateshead Council's COVID Champions project. This supported children's understanding around COVID-19 and attempted to support wider community safety from COVID-19.

CPD was completed by all staff using training provided by our Educational Psychologist Support service. This looked at ACES, ADHD, Autism, bereavement etc.

### **Upper key Stage 2 - *Desired Outcome A, B, C, D, E, F and G.***

Increasing staff ratios in our Year 5/6 class (a class which has significantly higher levels of PPM and SEND, including EHCP, needs) helped to allow bespoke focussed teaching for pupils based on assessed gaps in learning and current attainment levels on return to school. This also supported getting children prepared for return to school in September 2021. These increased ratios helped pupils with significant emotional needs a chance to settle back into quieter and classrooms and has supported the high number of disadvantaged pupils we have with SEND. These pupils, with significant needs, have then been carefully supported with home learning where necessary and interventions whilst in school.

Assessments on the return of pupils to school highlighted the gaps in reading and lack of reading fluency and comprehension that we would usually expect in our pupils. The school purchased Reading Plus to support the fluency, comprehension, vocabulary, stamina, and motivation of our upper Key Stage 2 pupils. Devices were used in school and loaned to pupils who did not have access to the internet at home, with data cards, so disadvantaged pupils could continue to work at this key skill. This has led to increased focus reading time and has led to improvements in reading. Additional small group support and 1:1 tuition was used to support Year 4, Year 5 and Year 6 children with their English and reading skills.

Our engagement with our local Maths Hub led to development of the ready to progress documentation and CPD for all staff in school. Mathematics assessments highlighted disadvantaged pupils' gaps in learning. As a result of this, the curriculum and specific mathematics interventions were made relevant for these pupils. The Ready to Progress documentation was tailored to meet the learning needs of all pupils and supported the transition of pupils moving into new year groups across the school and for our eldest pupils as they moved to the next phase of their education in KS3.

Children were carefully supported around their emotional resilience and well-being. Surveys from parents/carers and children indicated that this supported pupil reengagement within school after lockdowns and periods of isolation. Pupils were supported well by staff and referrals into RISE/EWBT/CYPS supported children requiring further interventions and emotional support in Year 5 and 6. The school carefully supported the transition of pupils moving into KS3 and leaders within Carr Hill worked alongside the LA and secondary school leadership teams to develop a universal transition support system that helped all pupils in Gateshead.

The headteacher, school business manager and family support worker carefully monitor attendance and rewards were given for those pupils attaining excellent attendance. The figure of 94.8% last academic year was just slightly lower than the school's target of 95%.

Breakfast club for all pupils was run from pupils' classrooms, to avoid crossing of bubbles. This started at 8:20am each morning and pupils could attend on a soft-drop basis. This supported attendance and punctuality each morning - over 170+ pupils benefitted from this daily.

The school joined in Gateshead Council's COVID Champions project. This supported children's understanding around COVID-19 and supported wider community safety from COVID-19.

CPD was completed by all staff using training provided by our Educational Psychologist Support service. This looked at ACES, ADHD, Autism, bereavement etc.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b>           | <b>Provider</b>               |
|----------------------------|-------------------------------|
| Reading Plus               |                               |
| Letters and Sounds         |                               |
| Primary Behaviour Support  | Gateshead Council             |
| Black Sheep SALT Programme | Black Sheep Press             |
| Colourful Semantics        | Integrated Treatment Services |
| Fostering Fluency Reading  |                               |
| IDL                        |                               |

## Further information

*We are supporting the use of digital technology at home as we let pupils borrow devices that will support online engagement at home with digital platforms. The devices we share with families also have ability to access Internet through support from VODAFONE and free mobile broadband access they have given the school.*

*Reading Plus, an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation, is purchased to support all pupils across upper key stage two and is purchased out of school budget.*

*We run an extensive extra-curricular activity programme, with support from Gateshead's School Sports Programme. This supports motivation and engagement in the whole school and these help to promote good attendance and punctuality.*

*We purchased two physical activity coaches who came to 'coach' our lunchtime supervisors. They introduced pupil games and activities to lunchtime supervisor staff. They coached the supervisor staff to see these games being facilitated in action at lunch periods. We have seen better behaviour as a result and lunchtime supervisors feel more confident in their behaviour management.*