

## 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

Updated information for academic year 22/23 is in blue.

Updated information for academic year 23/24 is in red.

Detail	Data
School name	Thomas Bewick C of E Primary School
Number of pupils in school	258 (2YO – Y6) 21/22 240 (2YO-Y6) 22/23 233 (2YO-Y6) 23/24
Proportion (%) of pupil premium eligible pupils	61% (126/205) 21/22 57% (115/203) 22/23 58% (117/202) 23/24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2024
Statement authorised by	
Pupil premium lead	Jessica Williamson Jessica Williamson Jessica Hodson
Governor / Trustee lead	Simon Ross - Trustee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,569.32 £150,965 £164,415
Recovery premium funding allocation this academic year	£16,584.09 £17,110

	<b>£16,675</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,326.43 <b>£0</b> <b>£0</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£190,479.84 <b>£168,075</b> <b>£181,090</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Thomas Bewick C of E Primary school it is our intention is that **all** pupils make good progress and achieve good attainment in all areas. The main focus of our pupil premium strategy is to support those children who are disadvantaged to achieve a good level of progress and attainment. We also aim to remove barriers so that all children have equal access to enrichment opportunities and activities. As a school we encourage and intend for all of our children to 'let their light shine' in everything they do.

Quality first teaching is at the forefront of our approach, with clear focuses on areas in which disadvantaged children require the most support. Our curriculum is designed to ensure depth and mastery through enquiry questions which promote engagement and deeper level thinking. Children are encouraged to ask questions, lead the learning and make links using prior knowledge. They are given opportunities to revisit learning: to improve their working memory and build layers of understanding. Our teachers work hard to secure children's understanding of the curriculum through rich and engaging experiences within and beyond the classroom. We have high expectations of all our children and encourage them to develop independence, resilience and determination in all lessons to create an essential foundation for their future success.

In addition to this strategy in classrooms, small group tuition will be provided to ensure gaps in knowledge are addressed and catch up is rapid. Further support will be given to those children to improve emotional well-being to remove barriers of engagement.

We want all children to be active and inquisitive readers and will ensure that all children have access to a wide range of reading materials. By the end of KS1, we aim for all children to be fluent readers who enjoy reading a range of texts and can develop their interests.

In addition to the above, we will have high expectations for all. Staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will act early; by using assessment and diagnostic tools to intervene at the point need is identified and offer challenge. Understanding when children can meet or exceed expectations when appropriate.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. **The key challenges have not changed since 21/22 and will remain the same in 22/23. The key challenges will continue to remain in place for the academic year 23/24.**

Challenge number	Detail of challenge
1	Absence rates are currently higher than previously seen in school and that recorded nationally.
2	Pupils struggle to apply knowledge to new context, in numeracy this means standards in reasoning are disproportionately low when compared with arithmetic
3	Standards in early reading are lower than previously achieved, meaning a greater number of pupils entering key stage 2 having not passed a phonics screen and fewer pupils in key stage 1 currently on track to pass.
4	The pandemic has impacted pupils to different degrees, internal data has identified pupils in all year groups that are significantly behind their pre-Covid attainment measure.
5	Disadvantaged pupils with SEND have been impacted by the pandemic both academically and in their emotional well-being. These children are significantly behind in their attainment measure and require sensory and emotional support before accessing sessions.
6	Social and emotional wellbeing requires more support than in previous years due to the pandemic. Disadvantaged children are more likely to require this support.

## 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
Absence rates will reduce, comparable to 2019 rates and national benchmarks for both disadvantaged and non-disadvantaged pupils.	<p>The rate of absence for disadvantaged pupils will reduce to no more than 6%, based on termly analysis in 2021-22, with the long term aim of being no more than 3.9% by 2023-24.</p> <p>The gap between disadvantaged pupils and their peers will reduce to 0% by 2024-25 from the starting point 1.14% in Autumn 1 2021.</p>

	<p>The rate of absence for disadvantaged pupils will reduce to no more than 6% with the long term aim of being no more than 3.9% by 2023-24. Currently for Autumn Term 2022 the rate of absence is 5.5%.</p> <p>The gap between disadvantaged pupils and their peers will reduce to 0% by 23-24 from the starting point of 1.10% in Autumn 1 2022. We will continue to maintain our robust procedures and follow these consistently.</p> <p>The rate of absence for disadvantaged pupils will reduce to no more than 6% with the long term aim of being no more than 3.9% by 2023-24. Currently for Autumn Term 2023 the rate of absence is 2.9% which is lower by 2.6% at the same time last year.</p> <p>The gap between disadvantaged pupils and their peers will maintain at 0% by 23-24. Currently disadvantaged pupils are 1.2% above non-disadvantaged for Autumn 1 2023.</p>
<p>Pupils experience a greater range of reasoning activities, based on a range of CPD opportunities for staff. As a result, attainment in reasoning will increase, particularly for disadvantaged pupils.</p>	<p>End of KS2 assessments will show 78% of disadvantaged pupils achieving the expected standard in maths for the 2021-22 assessments, with 13% achieving GDS.</p> <p>In 2021-22, KS2 assessments show that 78% of disadvantaged pupils achieved the expected standard in Maths. 9% achieved GDS.</p> <p>End of KS2 assessments will show 79% of disadvantaged pupils achieving the expected standard in maths for the 2022-23 assessments, with 10% achieving GDS.</p> <p>End of KS2 assessments with show 67% of disadvantaged pupils achieving the expected standard in maths for the 2023-24 assessments, with 11% achieving GDS.</p>
<p>Improved reading attainment, in particular disadvantaged pupils in year 1 to 3.</p>	<p>The proportion of disadvantaged pupils passing the 2021-22 phonics screen are at least:</p> <p>83% in Year 1 (statutory data) 15/18 children. (78% 14/18 children achieved)</p> <p>65% in Year 2 by Christmas 2021 (statutory data) 13/20 children &amp; by end of 2022 75% will have passed 15/20 children. (76% 16/21 children achieved - one child joined)</p>

	<p>76% in Year 3 by Christmas 2021 (internal data) 16/21 children &amp; by end of 2022 86% will have passed 18/21 children. (80% 16/20 children achieved - one child left)</p> <p>The proportion of disadvantaged pupils passing the 2022-23 phonics screen are at least:</p> <p>73% in Year 1 (statutory data) 8/11 children. (National percentage for disadvantaged pupils in Y1 was 62%) – 92% validated statutory data which is 12/13 children (National percentage for disadvantaged pupils in Y1 was 67%)</p> <p>Year 2 by end of 2023 80% will have passed 16/20 children - 90% validated statutory data which is 18/20 children</p> <p>Year 3 by end of 2023 91% will have passed 20/22 children. – all children have passed the phonics screen 100%</p> <p>The proportion of disadvantaged pupils passing the 2023-24 phonics screen are at least:</p> <p>64% in Year 1 (statutory data) 9/14 children. (National percentage for disadvantaged pupils in Y1 was 67%)</p> <p>Year 2 by end of 2024 85% will have passed 11/13 children</p> <p>Year 3 by end of 2024 95% will have passed 19/20 children.</p>
<p>The pupils most impacted by the pandemic will be supported to make as much progress as possible towards their pre-Covid attainment standard.</p>	<p>The progress of pupils in receipt of focused tuition will make significant progress, closing the gap to their prior attainment figures.</p> <p>End of primary assessment will show a significant improvement on assessments following school closures and Covid disruption.</p> <p>The progress of pupils in receipt of focused tuition in phonics will make significant progress, closing the gap to their prior attainment figures.</p> <p>End of primary assessment will show a significant improvement on assessments for the academic year 22/23.</p>

	<p>Number of children who passed the phonics screen at the end of 22/23 in Year 1 was – 92% validated statutory data which is 12/13 children (National percentage for disadvantaged pupils in Y1 was 67%) In Year 2 was - - 90% validated statutory data which is 18/20 children</p> <p>This is to be maintained in phonics for year 1 this year and for those children moving into year 2. End of primary assessment will show continuous improvements and maintain the high percentages.</p>
<p>Pupils that are SEND and disadvantaged will be prioritised for small group intervention. This involves close communication between teacher and tutor to ensure sessions compliment quality in class teaching. Regular assessments will be used to review effectiveness of the strategy.</p>	<p>Interventions will be carried out by LSA's, SALT and Thrive and will be prioritised for those children who are SEND and disadvantaged. Regular communication will occur to ensure sessions compliment class teaching.</p> <p>Assessments will occur regularly and diagnostic tools to be used to monitor progress.</p> <p>Interventions will be carried out by LSA's, SALT and Thrive and will be prioritised for those children who are SEND and disadvantaged. A phonics tutor is being used to ensure those children who are behind with their phonics make rapid progress.</p> <p>Regular communication will occur to ensure sessions compliment class teaching.</p> <p>Assessments will occur regularly and diagnostic tools to be used to monitor progress.</p> <p>Interventions to continue to be carried out by LSA's, SALT and Thrive and will continue to be prioritised for those children who are SEND and disadvantaged. Speedy fast track phonics through RWI, continues to be an intervention in the afternoons for those children who are disadvantaged or SEND.</p> <p>Assessments will continue to occur half termly and progress monitored closely.</p>

<p>Children who require support with their social and emotional well-being will have access to 1:1 and small group interventions with a trained Thrive/ELSA practitioner. The impact of the pandemic has had a lasting effect on the children's emotional well-being and children need sensory support to regulate before accessing sessions. Thrive will be used as a whole school holistic approach to improve well-being.</p>	<p>There will be a reduction in the number of referrals for support for the SEND HINT emotional wellbeing team.</p> <p>Positive comments about well-being in pupil voice.</p> <p>Progress seen in Thrive sessions.</p> <p>There will be a reduction in the number of referrals for support for the SEND HINT emotional wellbeing team.</p> <p>Positive comments about well-being in pupil voice.</p> <p>Progress seen in Thrive sessions and it being embedded in academic lessons.</p> <p>HINT referrals will continue to reduce for the EWBS team – for emotional well-being.</p> <p>Comments will continue to be positive about children feeling happy and safe at school.</p> <p>Opportunities will be given to all children to share how they feel daily and regular check ins by LSA's will occur.</p> <p>Progress will be seen in Thrive sessions and also whole class teaching.</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: £121,379.70 (21/22)

Budgeted cost: £101,329 (22/23)

Budgeted cost: £100,417 (23/24)

As barriers to learning have not changed in 22/23 our strategies to address them have remained the same.

As barriers to learning have not changed in 23/24 our strategies to address them have remained the same.



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD focusing on reasoning &amp; enabling strategies for all year groups, from early years to year 6.</p>	<p>‘The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective’</p> <p>‘These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.’</p> <p><a href="#">Link to evidence</a></p> <p>‘It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.’</p> <p><a href="#">Link to evidence</a></p>	<p>2</p>
<p>Continued development of stock of phonically matched reading books for early readers.</p>	<p>‘The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p> <p><a href="#">Link to evidence</a></p>	<p>3</p>
<p>Development of numeracy resources (concrete) to enable pupils to access reasoning and problem solving skills. This will support understanding and learning.</p>	<p>‘Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.’</p>	<p>2</p>

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

Budgeted cost: £40,039.52 (21/22)

Budgeted cost: £39,100(22/23)

Budgeted cost: £51,344 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group tuition.	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’  <a href="#">Link to evidence</a>	4
Homework for upper key stage 2 pupils to support in school teaching and the transition to secondary school	‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.’  <a href="#">Link to evidence</a>	2, 4
Small 1:2 group sessions and sensory led sessions	‘Small group tuition has an average impact of four months’ additional progress over the course of a year.’  <a href="#">Link to evidence</a>	4, 5, 6

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

Budgeted cost: £ 29,060.62 (21/22)

Budgeted cost: £27,646 (22/23)

Budgeted cost: £29,329 (23/24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and home school link officer employed at a trust level for primary phase.	‘Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education.’  <a href="#">Link to evidence</a>	1
ELSA/Thrive TA employed by Thomas Bewick provide sensory led sessions to support children with their emotional well-being	‘Establish school-wide norms, expectations and routines that support children’s social and emotional development.’  <a href="#">Link to evidence</a>	5, 6

## 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 2021 to 2022 academic year.

Thomas Bewick C of E Primary being a new school for September 2021 and therefore does not have a previous plan to review.

#### Academic Year 21/22

- The attendance gap between disadvantaged children and their peers reduced by 0.04% in comparison to the same time last year. (The gap is currently at 1.10%)
- At the end of KS2, 78% of disadvantaged children achieved EXS+ in Maths.
- Phonics screen - In Year 1, 1 child did not achieve but 78% of disadvantaged children did achieve the statutory level. In Year 2, 76% of disadvantaged children achieved. In Year 3, 2 children did not achieve their phonics screen but 80% of disadvantaged children did achieve the expected level.
- Phonics support and tutoring has had a positive impact.
- End of KS2 disadvantaged attainment - percentage of children achieving EXS+:  
R: 70%, W: 74%. M: 78%
- Children who are disadvantaged/ SEND were prioritised for intervention. Positive communications between Teacher and Learning Support Assistants to ensure quality interventions and consistency in lessons and interventions.
- Reduction of SEND HINT referrals have reduced in 21/22.
- Pupils feel safe at school and speak positively of well-being in Pupil Voice.
- Progress in the Thrive session is seen and this is beginning to show at other times within the school day.

#### Academic Year 22/23

- The attendance gap between disadvantaged children and their peers continued to reduce and was 0.8% above non-disadvantaged. Disadvantaged – 93.7% Non-disadvantaged – 92.9%
- At the end of KS2, 56% of disadvantaged children achieved EXS+ in Maths.
- Phonics screen - In Year 1, 1 child did not achieve but 92% of disadvantaged children did achieve the statutory level. In Year 2, 90% of disadvantaged children achieved. In Year 3, 100% of disadvantaged children did achieve the expected level.
- Phonics support and tutoring has had a positive impact.
- End of KS2 disadvantaged attainment - percentage of children achieving EXS+:  
R: 83%, W: 67%. M: 56%
- Children who are disadvantaged/ SEND were prioritised for intervention. Positive communications between Teacher and Learning Support Assistants to ensure quality

interventions and consistency in lessons and interventions.

- Reduction of SEND HINT referrals to the EWBS team – the emotional well-being side of the department have reduced in 22/23
- Pupils feel safe at school and speak positively of well-being in Pupil Voice – they have stated they feel happy and safe but know who they would speak to if they had a problem or worry.
- Progress in Thrive sessions are seen and support is put in place, if concerns occur within the community and children require additional support. Thrive activities are being used as part of whole class teaching. The trauma informed approach has been positive with staff and children and both speak positively about the relational approach.

### **Academic Year 23/24**

- The attendance gap between disadvantaged children and their peers is reducing and was 0.4% below non-disadvantaged. Disadvantaged – 93.8% Non-disadvantaged – 94.2%
- At the end of KS2, 74% of disadvantaged children achieved EXS+ in Maths.
- Phonics screen - In Year 1, 54% of disadvantaged children did achieve the statutory level. In Year 2, 92% of disadvantaged children achieved. In Year 3, 95% of disadvantaged children did achieve the expected level.
- End of KS2 disadvantaged attainment - percentage of children achieving EXS+: R: 58%, W: 68%. M: 74%
- Children who are disadvantaged/ SEND were prioritised for intervention. Positive communications between Teacher and Learning Support Assistants to ensure quality interventions and consistency in lessons and interventions.
- Pupils feel safe at school and speak positively of well-being in Pupil Voice – they have stated they feel happy and safe but know who they would speak to if they had a problem or worry.
- Progress in Thrive sessions are seen and support is put in place, if concerns occur within the community and children require additional support. Thrive activities are being used as part of whole class teaching. The trauma informed approach has been positive with staff and children and both speak positively about the relational approach.

## **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>

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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*