



# Middleton-in-Teesdale Primary School

## Pupil Premium Statement 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2020 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School Name	Middleton-in-Teesdale Nursery and Primary School
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	24% (25/104 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	
Pupil premium lead	Alison Lazenby
Governor / Trustee lead	Richard Welsby

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year £1345 per pupil	£27,665
Early Years Pupil premium funding allocation this academic year £300 per pupil	£0
Recovery premium funding allocation this academic year <ul style="list-style-type: none"> <li>£145 for each eligible pupil in mainstream education</li> </ul>	£1,378
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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 Total last academic year	£29,043



## Part A: Pupil premium strategy plan

### Statement of intent

At Middleton-in-Teesdale Nursery and Primary School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

### Challenges

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

Challenge number	Details of challenges
1	Effect of COVID-19 restrictions and the impact upon health and well-being.
2	Low self-belief and levels of resilience for some pupils; this leads to an over-reliance on adults and a detrimental effect on academic progress.
3	Low engagement and participation in aspects of phonics and reading.
4	Low engagement and participation in reading activities and reading for pleasure.
5	Low levels of skills within writing across a range of genres.
6	Limited aspirations and knowledge of the wider, working environment.
7	Limited access to online learning due to the locality.

### 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.

Challenge number	Intended outcome	Success criteria
1	Reduced number of recorded incidents and parental concerns.	Pupils feel happy and safe in school. All pupil groups make to make a positive contribution to school using pupil voice.
2	Develop and encourage early speaking, listening and independence skills.	Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.
3	Improve the teaching of reading and phonics. Increased rate of progress.	Effectively implement a systematic approach to teaching phonics and early reading.
4	Increased vocabulary, comprehension and enjoyment of reading.	Reading records, including accelerated reader, show pupils read for pleasure; they read widely and often. Measured by: pupil voice outcomes and work scrutiny, data.



5	Children will develop their understanding of written texts in all their forms.	Active engagement with different media and genres of texts and a wide range of content topics.
6	Offer wider curricular opportunities and access to a range of role models across career paths	Pupils are able to discuss a range of career opportunities and talk about future aspirations. Measure through pupil voice.
7	Obtain a number of laptops and support with Wi-Fi to ensure children have access to online learning.	Children complete online learning when required.

### 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: £3,300 + £10,298.15 = £13,598.15

Challenge number(s) addressed	Evidence that supports this approach	Activity
1, 2, 3, 4, 5, 6, 7	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	Staff CPD Working with other Primary schools to ensure effective practice.
1 & 2	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning. These approaches have consistently high levels of impact, with pupils making an average of 7 months additional progress EEF toolkit: Metacognition and self-regulation - additional 7 months progress	The <b>Zones</b> is a systematic, cognitive-behavioural approach used to teach pupils how to regulate their feelings, energy and sensory needs in order to meet the demands of the situation around them and be successful socially.  Develop knowledge and understanding of The Zones of Regulation
3	Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or blending the sound-spelling patterns. EEF toolkit: The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.	Purchase training and resources to teach phonics effectively. <ul style="list-style-type: none"> <li>• Training</li> <li>• Resources</li> <li>• Phonics Play Subscription</li> </ul> Development of basic phonic skills and strategies which will aid other aspects of the children's general work across the curriculum.  Little Wandle SSPP subscription and resources £3,200 +£100  HT and literacy coordinator through meetings with classroom assistant, discussions with children, progress data to evaluate impact.
4	Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.  EEF - a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches can support pupil's	Increase enjoyment and frequency of reading in both KS1 and KS2 Purchase reading books for EYFS and KS1. Purchase reading books for low ability/high interest. Increased motivation and interest in reading. Increased frequency of reading. Increased attainment. £500 for book purchase HT and English lead monitor Accelerated Reader information.



	engagement and persistence when reading. This in turn helps to support a love of reading.	Identified children to achieve the age expected standard 2021.
5	Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event.  EEF – developing capability and motivation to write is step 3 on the 7 step to support children in improve their literacy skills...	Staff are trained to teaching a number of different writing strategies, depending on the current skills of the writer.
5	Reducing class size allow teachers to teach differently – for example, having higher quality interactions with pupils and minimising disruption.  Organisation of learners and the quality and quantity of feedback the pupils receive will be improved  Teachers and teaching assistants can work more intensively with smaller groups.	Employ an additional member of staff to create smaller class sizes and support small group intervention delivery. Contribution to additional staff - £10,298.15 (balancing figure)

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

Budgeted cost: £7,414.85

Challenge number(s) addressed	Evidence that supports this approach	Activity
3	Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way.  When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.  EEF - Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.	Purchase annual subscriptions to enable children to access online learning at home and school.  Develop core skills of mathematical fluency, problem solving and reasoning. Improve levels of attainment and progress. Increase levels of pupil engagement, confidence and motivation in mathematics.  TT Rockstars - £240.90 Freckle - £3411.75 Reading and Spelling Improve levels of attainment and progress Increase levels of pupil engagement, confidence and motivation. Accelerated Reader - £1819.20 Lexia - £1386.00 Crick Software £480.00 Ten Town £95.00
3	Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. Training—ensure all staff have the necessary pedagogical skills and content knowledge Responsive—check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching. Engaging—lessons engage pupils and are enjoyable to teach. Adaptations—carefully consider any adaptations	Direct phonics intervention Small group support with classroom assistant. Targeted direct phonics support to develop basic skills within this area. HT and coordinators to monitor through classroom observations / discussions with class teachers Intervention is planned to increase basic skill levels and self-confidence around basic phonic awareness. Identified children to achieve the age expected standard 2022 Increase progress in reading.



	<p>to the programme, as they may influence its impact.</p> <p>Focus—a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.</p> <p>EEF - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	
4	<p>Reading comprehension can be improved by teaching specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include:</p> <p>prediction; questioning; clarifying; summarizing and activating prior knowledge.</p> <p>EEF - Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	<p>Teach pupils to use strategies for developing and monitoring their reading comprehension.</p> <p>Teachers introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.</p>
4 & 5	<p>There is consistent evidence that the use of one-to-one and small-group tutoring involving structured interventions approach supports children struggling with aspects of literacy.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:</p> <p>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	<p>Y5 and 6 after school booster sessions for spring and summer terms 2022</p> <p>Class teacher small group support for 1 hr per week after school for targeted intervention.</p> <p>Regularly review children’s progress whilst they are part of the intervention to ensure the support indeed enhances their learning.</p> <p>Teach pupils to use strategies for planning and monitoring their writing</p> <p>Pupils’ writing can be improved by teaching them to successfully plan and monitor their writing.</p>

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

Budgeted cost: £8,030.00

Challenge number(s) addressed	Evidence that supports this approach	Activity
1	<p>For pupils to have basic needs met (Maslow) to ensure they are ready physically, mentally and emotionally to learn.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching those specific strategies for planning, monitoring, and evaluating their learning.</p> <p>These approaches have consistently high levels of impact, with pupils making an average of 7 months additional progress EEF toolkit: Metacognition and self-regulation - additional 7 months progress.</p>	Develop links with Health and wellbeing Nurse.
6	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF Art participation - +3 months</p>	Increase extra-curricular activities during and after school.



	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>EEF – Physical activity - +1 month</p>	
7	<p>EEF evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. There is extensive evidence of positive effects across age groups and for most areas of the curriculum.</p>	<p>Purchase iPads/laptops to enable pupils to access online learning. 15 iPads = £3780.00 Storage and cases = £1260.00</p>
6	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Arts Participation = +3 months</p>	<p>Subsidise music provision with Durham County as and where appropriate. £115.00</p>
6	<p>Pupils benefit from working with others and being introduced to a variety of experiences. Studies of curriculum enrichment consistently show positive benefits on academic learning, and wider outcomes such as self- confidence. On average, pupils who participate in this type of learning appear to make approximately three additional months progress</p>	<p>Subsidise, where appropriate, after school clubs and activities so children can access such clubs without any barriers to participation.</p>
6	<p>EEF - Pupils benefit from working with others and being introduced to a variety of experiences. Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p>	<p>Use Pupil Premium funding to support a variety of educational visits outside of school, so that children's experiences are enhanced and to ensure that no pupils are excluded from such activities, and indeed benefit from such wider experiences. £2000.00</p>
3, 4, 5	<p>EFF - Research has shown that quality of TAs' talk to pupils supports the development of independent learning skills.</p>	<p>Purchase additional hours of teaching assistant support 2hrs per week for 30 weeks (TA3 grade 5) £875.00</p>
3, 4, 5	<p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>EEF – Peer Tutoring – Impact +5 months</p>	<p>Peer to peer support Cross-aged tutoring, in which an older learner takes the tutoring role to develop learning and address misconceptions and gaps in learning.</p>

**Total budgeted cost: £29,043**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**



Due to coronavirus and school closures, it is impossible to evaluate the impact of the pupil premium for all of the 2019/2020 academic year.

We have monitored and reported on the grant's impact at the end of the 2020/21 financial year. This report covers the whole period between September 2019-2021.