

# Pupil premium strategy statement

## USWORTH COLLIERY PRIMARY SCHOOL

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

| Detail  | Data                              |
|---|-----------------------------------|
| School name   | Usworth Colliery Primary School   |
| Number of pupils in school  | 363 pupils                        |
| Proportion (%) of pupil premium eligible pupils   | 179 pupils (48%)                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022 to 2024-2025            |
| Date this statement was published   | December 2021                     |
| Dates on which it will be reviewed  | July 2022 July 2023               |
| Statement authorised by   | Alison Forster (Headteacher)      |
| Pupil premium lead  | Alison Forster (Headteacher)      |
| Governor / Trustee lead   | Alison Logan (Chair of Governors) |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £227,585 |
| Recovery premium funding allocation this academic year  | £25,345  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £252,930 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Usworth Colliery Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. 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.

The cause and consequences of disadvantage are varied. Pupils eligible for the pupil premium grant are more likely to be lower attaining than other children. However, tackling disadvantage is not only about supporting lower attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have social workers, family workers, young carers and dealing with difficult family circumstances. The activities we have outlined in this statement are also intended to support their needs regardless of whether they are disadvantaged or not.

Ensure that consistently good teaching is the best method of improving outcomes for disadvantaged children. Using pupil premium to improve teaching quality benefits all students and has a particularly positive effect on pupils eligible for the grant. Whilst pupil premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching. Where possible we keep pupil to adult ratios low and all pupils are taught in single year groups. We have a very strong monitoring timetable which incorporates all leaders looking at a range of evidence. We utilise the outcomes of monitoring to inform CPD. This approach ensures quality teaching for all lies at heart of our school improvement plan.

Our strategy is also integral to wider plans for education recovery, notably using teaching assistant intervention, increasing the number of teaching assistants per year group, increasing the number of HLTAs and access to additional provision within school (ASD Base/Thrive) to support pupils whose education has been worst affected, including non-disadvantaged pupils.

Teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to pupil premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools.
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.
- Our leadership team consider research findings, including those of the EEF, and carefully consider practice that will enhance current practices.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>The school location deprivation indicator is within quintile 3 (average), however, the pupils base (pupils who attend the school) places the school within quintile 5, which is the most deprived when compared to all schools.</p> <p>According to IDACI, 58% of our children live in the bottom 10% of the most deprived areas nationally, 73% in the bottom 20%, 77% in the bottom 30%, 81% in the bottom 40% and 94% in the bottom 50%. The majority of our pupils (90%) live in households</p> |

|   |   |
|---|---|
|   | where no-one has higher education and many parents have low levels of literacy and numeracy.  |
| 2 | Around 50%+ of our children enter Reception with knowledge and skills that are below those expected for their age. 12.5% of the cohort are significantly below expectations. Each cohort has differing aspects of low on-entry data within the prime areas. In 2021, 30% of reception children entering Reception had been referred to Speech and Language services since entering Nursery. 45% of pupils entered reception with the below expected level of communication and language for their age. 34% of pupils are identified with SEN (18% being significant).   |
| 3 | 101 (29%) pupils have been identified as requiring SEN support in school this compares to a national average of 13%. Of these pupils, there are 22 (6%) that have a statement or EHCP compared to a national average of 4.3%. This is in part linked to the pupils who access the ASD Base in school but other needs vary across year groups. There are a particularly high number of children who require Speech and Language intervention throughout school.  |
| 4 | The attendance of our PP children in 2018/2019 was 95.2% compared to a national average of 96.4%. It was 0.7% lower than the whole school and 0.9% lower than children who are not entitled to PP funding within school. 13 PP pupils were persistent absentees. Due to the disruption of 2019-2020 & 2020-2021 (including sickness virus, lead up to the initial lockdown and two lockdowns), it is very difficult to compare data with pre-pandemic. PP attendance from 2021-2022 was 90.4% compared with 91.4% for those not entitled to PP funding. In 2022/23 PP attendance was 90.9% compared 94.7% for those not entitled to PP funding.   |
| 5 | Our school has a large number of children (38%+) who have been supported historically or currently by outside agencies including social care and family support workers recently. 90% of all pupils have had issues logged on CPOMS. Many of our families require some level of support from school to help them to address their needs and to support their children's learning. Some of our families struggle to support their children with reading, homework and school activities.   |
| 6 | Whilst school have maintained a high-level of support and teaching since the initial lockdown in 2020, the pandemic and missed schooling has inevitably had an impact upon achievement on pupil premium children. All children from Year 2 to Year 6 have missed learning due to COVID. However, great strides have been made since returning to school and achievement has improved. We are continually filling gaps in learning and this will continue. The challenge is with writing to engage the pupil premium children. At the end of the summer term in 2023, 50% of pupil premium children achieved expected in writing across school whilst 55% of non-pupil premium children achieved expected. Internal monitoring and data shows that achievement in writing is the lowest of the core subjects for pupil premium pupils. |
| 7 | External data from 2023 shows that writing is the lowest performing for disadvantaged pupils when compared to reading and maths. Internal data also shows that there was a steady decline in writing across school as a result of the missed learning although increases have been made since 2021. Monitoring shows that when pupils are writing independently spelling and grammar learning is not applied appropriately (errors in common spelling and use of tense is particularly evident). Having spoken to staff about current concerns application of SPAG within independent writing was highlighted and this was evident in books.  |

## 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 increase attainment in writing for pupil premium pupils through high quality teaching and modelling of oracy, spelling and grammar, as well as opportunities to effectively apply spelling and grammar rules independently. | The percentage of disadvantaged pupils who met expected standard in KS2 writing and SPAG for 2024/2025 are at least in line with national data and the gap between pupil premium and non-pupil premium children is narrowing. |
| To provide interventions for pupil premium pupils who require additional support to apply their learning independently in phonics, spelling, grammar and sentence structure.   | As above.   |
| To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning   | Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP & governors).                                  |
| All SEND pupil premium pupils access a curriculum relevant to their needs and ability.   | Alternative ambitious and challenging curriculum in place for pupils accessing the ASD and SEMH provisions. Pupils showing small but significant steps of progress from their starting points.                                |

## 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: £90,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Termly HAST diagnostic assessments to inform teaching and identifying individuals for intervention.</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 (Assessing and monitoring pupil's progress – EEF)</p>   | <p>2, 3, 6 &amp; 7</p>        |
| <p>Explicit spelling lessons and SPAG taught outside of literacy lessons. Gaps identified through formative assessments and sessions taught accordingly as whole class sessions (trio time) and interventions/catch up sessions.</p> <p>Staff CPD on no-nonsense spelling (integrated into scheme HFW and statutory spelling lists) and monitor impact of training. CPD to include how to use the scheme extensively, motivating and engaging and supported by effective feedback. Non-negotiable year group spellings as a focus for filling gaps in spelling.</p> <p>Links in literacy lessons to spelling which have been practiced and learnt. Lessons revisit spelling errors and strategies.</p> <p>Staff CPD on development of oracy within the English curriculum to support pupils to orally rehearse sentences developing knowledge and confidence in sentence formation. This will be applied through the whole curriculum. Ensure that this is explicit in progression planning documents. Monitor implementation and share good practice.</p> | <p>EEF guidance documents on Literacy in KS1 &amp; KS2 suggest:</p> <p><i>“It is important to promote the basic skills of writing—skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of spelling and handwriting (or typing, where appropriate), as well as sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High-quality practice is essential to develop fluent transcription skills.”</i></p> <p>Based upon a range of information available from data, internal and external monitoring, our curriculum content is effective. When children are being taught specific lessons or assessed in a spelling test on specific rules, the children are more successful than writing independently. This shows that the children struggle to access working memory when writing independently (simple view of writing). Therefore, approaches support application of skills throughout the day and curriculum.</p> <p>The same document suggests that <i>‘Language provides the foundation of thinking and learning and should be prioritised’</i>. Collaborative activities that</p> | <p>2, 3, 6 &amp; 7</p>        |

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|   | <p>provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.</p> <p>Targeted teaching of oracy shows an impact of 6 months gain in attainment (EEF toolkit).</p>   |                   |
| <p>All staff to access online training through National College CPD subscription. Some courses signposted to staff as a result of appraisal and staff can access independently</p>  | <p>EEF – Pupil Premium Guidance states that using the pupil premium funding to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil premium. Supporting high quality teaching is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. All staff will receive tailored and targeted continuous professional development in approaches to specific aspect of their teaching.</p>   | 2, 3 & 6          |
| <p>SMT focus on teaching and learning across school, including staff CPD, monitoring, etc.</p> <p>Termly pupil progress meetings identify pupils who need extra support through intervention or focus in the classroom. Staffing allocated accordingly.</p>   | <p>Monitoring the effectiveness and quality of teaching is vital to school improvement and inevitably impact on attainment for pupil premium pupils. A clear structure of accountability and monitoring is in place to ensure that activities set out in this strategy are implemented effectively.</p>   | 1, 2, 3, 4, 5 & 6 |
| <p>Research, purchase and implement a semi-formal and formal curriculum (Equals) for pupils within the ASD Base and Thrive provisions that is multi-tiered and recognises that differentiation of the National Curriculum is not sufficient to meet the needs of pupils with profound, complex, severe or global learning difficulties.</p> <p>Personalise the curriculum to meet the needs of the children and their community.</p> <p>Monitoring of implementation and progress of pupils completed termly by SENDCo, SLT and school improvement partner.</p> | <p>A similar approach has been implemented in local special schools for pupils with similar needs and has been deemed effective by external monitoring.</p> <p>EEF guidance report on SEND in mainstream suggests that:</p> <p>‘An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils.’</p> <p><i>‘Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach.’</i></p> <p>The Rochford Review (2016) recognises that age-related expectations are not appropriate for a significant proportion of pupils working below the standard of the national curriculum tests, many of whom have SEND that affect their rate of cognitive development or</p> | 2, 3, 6 & 7       |

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|  | speed of learning. It is important that they have the opportunity to demonstrate both attainment and progress, and that the way we measure their progress accounts for potential differences in the way these pupils learn. |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £110,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Allocate Teaching Assistants across school to support in classes and deliver immediate/planned intervention. Implement targeted booster/ intervention sessions led by Level 3 Teaching Assistants for EYFS, KS1 and KS2 for pupil premium pupils, including NELI, BLAST 1 & 2, Phonics, handwriting, Inference and Fresh Start. | <p>The work from immediate intervention will also be linked very closely to the work in the classroom, including improving and extending learning with an aim for the children to apply their learning independently (EEF Guidance report – Making best use of teaching assistants).</p> <p>Effective teaching assistant interventions show an impact of 4 months gain in attainment (EEF toolkit)</p> <p>There is a strong evidence base that suggests oral language interventions, such as NELI and BLAST, are inexpensive to implement with high impacts on reading. This approach shows an impact of 6 months gain in attainment. (EEF toolkit)</p> | 2, 3, 6 & 7                   |
| Within each class, pupils are grouped according to attainment in lessons depending upon learning. These are changed on a lesson by lesson basis depending upon teacher assessments (adaptive teaching).   | This approach shows an impact of 2 months gain in attainment. (EEF toolkit)   | 2, 3, 6 & 7                   |

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

Budgeted cost: £53,010

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continue to employ Thrive teacher/behaviour specialist, a part-time teaching assistant and full-time teaching assistant to support | Both targeted interventions and universal approaches can have positive overall effects (impact of 4 | 1, 2, 4, 5 & 6                |

|  |  |          |
|--|--|----------|
| vulnerable pupils through individual and small group interventions and support staff. CPD for lead teacher/teaching assistants and whole staff. The Thrive approach enables staff to identify why a child is displaying specific behaviours and provide focused interventions to support re-engagement. Embed Thrive principles through whole school behaviour policy. | months gain in attainment – EEF toolkit).<br>The pupils within the setting are continually taught in small groups (impact of 4 months gain in attainment – EEF toolkit).   |          |
| Maintain and fund free breakfast for PP children – proportion of funding used for staffing and food (other pupils funded through main budget). All children access to toast on arrival.  | An EEF report stated ‘The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have 14 clear benefits to pupils. In addition to the positive attainment impact found for pupils in Year 2, the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they’re hungry.’ We will allocate some of our pupil premium funding to support the additional costs of our free breakfast club. Our breakfast club is vital to support our pupils and families linked to many of the challenges outlined above | 1 & 5    |
| Continue to fund counsellor within school supporting our most vulnerable children and families (2 days per week).  | Efforts to promote social and emotional learning (SEL) is especially important for children from disadvantaged backgrounds, who on average have weaker SEL skills at all ages than their peers. EEF Social and Emotional Learning document.  | 1, 4 & 5 |
| Maintain and partially fund the role of Family Liaison Officer to work alongside families with persistent attendance or punctuality concerns as well as issues with mental health and well-being.  | Following principles set out in the DfE’s guidance – Improving school attendance. This has been informed by engagement with schools that have significantly reduced levels of absences and persistent absence.   | 1, 4 & 5 |
| Develop new initiatives to engage pupils/ families with attendance and punctuality, particularly those with persistent absence.  | As above.  | 1, 5 & 6 |
| Counsellor, Family Liaison Officer, Thrive Teacher and Safeguarding leads form pastoral team to monitor individual pupils, impact of work and plan further actions.  | See all elements above.  | 1, 5 & 6 |

**Total budgeted cost: £252,930**



## 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.

| Intended Outcomes   |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
|---|--|-------------------|--|---------------|------|---------|--|--|--|--------------------|-------------------|--------------------|---------------|--------|------------|-------------|-----------|-----------|--------|------------|-------------|-----------|-----------|--------|------------|------------|-----------|-----------|--------|------------|-------------|-----------|-----------|--------|-------------|-------------|------------|------------|--------|-------------|-------------|------------|-----------|--------------|------------|------------|-----------|-----------|
|   | Desired outcomes and how they will be measured   |                   | Success Criteria   |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| A   | <p>To increase attainment in writing for pupil premium pupils through high quality teaching and modelling of spelling and grammar, as well as opportunities to effectively apply spelling and grammar rules independently.</p> |                   | <p>KS2 writing and SPAG outcomes in 2024/25 show an increased number of disadvantaged pupils met the expected standard &amp; the gap between pupil premium &amp; non-pupil premium children is narrowed.</p> |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <p>Through quality first teaching, high quality specific interventions and focused tutoring during the year 2022/2023, there has been a significant increase in the numbers of pupil premium children on track to reach age related expectations in writing and reading. There is also an increase in pupils who are on track to achieve above age related expectations. See table below:</p>   |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <table border="1"> <thead> <tr> <th rowspan="2">Year</th> <th colspan="4">Writing</th> </tr> <tr> <th>Previous Key stage</th> <th>Current on track+</th> <th>Previous Key stage</th> <th>Current Above</th> </tr> </thead> <tbody> <tr> <td>1 (23)</td> <td>43%<br/>(9)</td> <td>54%<br/>(13)</td> <td>0%<br/>(0)</td> <td>0%<br/>(0)</td> </tr> <tr> <td>2 (24)</td> <td>24%<br/>(6)</td> <td>40%<br/>(10)</td> <td>0%<br/>(0)</td> <td>0%<br/>(0)</td> </tr> <tr> <td>3 (25)</td> <td>29%<br/>(7)</td> <td>33%<br/>(8)</td> <td>0%<br/>(0)</td> <td>8%<br/>(2)</td> </tr> <tr> <td>4 (25)</td> <td>27%<br/>(7)</td> <td>58%<br/>(15)</td> <td>0%<br/>(0)</td> <td>8%<br/>(2)</td> </tr> <tr> <td>5 (28)</td> <td>39%<br/>(11)</td> <td>67%<br/>(18)</td> <td>14%<br/>(4)</td> <td>14%<br/>(4)</td> </tr> <tr> <td>6 (30)</td> <td>55%<br/>(16)</td> <td>50%<br/>(15)</td> <td>10%<br/>(3)</td> <td>3%<br/>(1)</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>36%</b></td> <td><b>50%</b></td> <td><b>3%</b></td> <td><b>6%</b></td> </tr> </tbody> </table> |  |                   |  |               | Year | Writing |  |  |  | Previous Key stage | Current on track+ | Previous Key stage | Current Above | 1 (23) | 43%<br>(9) | 54%<br>(13) | 0%<br>(0) | 0%<br>(0) | 2 (24) | 24%<br>(6) | 40%<br>(10) | 0%<br>(0) | 0%<br>(0) | 3 (25) | 29%<br>(7) | 33%<br>(8) | 0%<br>(0) | 8%<br>(2) | 4 (25) | 27%<br>(7) | 58%<br>(15) | 0%<br>(0) | 8%<br>(2) | 5 (28) | 39%<br>(11) | 67%<br>(18) | 14%<br>(4) | 14%<br>(4) | 6 (30) | 55%<br>(16) | 50%<br>(15) | 10%<br>(3) | 3%<br>(1) | <b>TOTAL</b> | <b>36%</b> | <b>50%</b> | <b>3%</b> | <b>6%</b> |
| Year  | Writing  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
|   | Previous Key stage   | Current on track+ | Previous Key stage   | Current Above |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 1 (23)  | 43%<br>(9)   | 54%<br>(13)       | 0%<br>(0)  | 0%<br>(0)     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 2 (24)  | 24%<br>(6)   | 40%<br>(10)       | 0%<br>(0)  | 0%<br>(0)     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 3 (25)  | 29%<br>(7)   | 33%<br>(8)        | 0%<br>(0)  | 8%<br>(2)     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 4 (25)  | 27%<br>(7)   | 58%<br>(15)       | 0%<br>(0)  | 8%<br>(2)     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 5 (28)  | 39%<br>(11)  | 67%<br>(18)       | 14%<br>(4)   | 14%<br>(4)    |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| 6 (30)  | 55%<br>(16)  | 50%<br>(15)       | 10%<br>(3)   | 3%<br>(1)     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <b>TOTAL</b>  | <b>36%</b>   | <b>50%</b>        | <b>3%</b>  | <b>6%</b>     |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <p>It is important to note that ten pupils in Year 6 didn't take their KS1 SATs at Usworth Colliery.</p>  |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <p>End of KS2 data shows a significant gap between pupil premium pupils and non-pupil premium pupils in writing (36%) and SPAG (37%). The data is skewed due to 10 admits (four this academic year), 2 pupils absent from school for a significant period of time (did not take the test) and 2 ASD Base pupils who did not take the test.</p>  |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <p>There has been a significant increase in the number of pupil premium pupils achieving expected in writing at the end of KS1 compared to last academic year (+19%) and the gap between pupil premium and non-pupil premium has narrowed by 1%.</p>  |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| <p><i>Evidence: Data analysis, pupil progress meeting notes, end of key stage assessment data and monitoring evidence, including book scrutiny.</i></p>   |  |                   |  |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |
| B   | <p>To provide interventions and tutoring for pupil premium pupils who require additional support to apply their learning independently in phonics, spelling, grammar and sentence structure.</p>                               |                   | <p>As above.</p>   |               |      |         |  |  |  |                    |                   |                    |               |        |            |             |           |           |        |            |             |           |           |        |            |            |           |           |        |            |             |           |           |        |             |             |            |            |        |             |             |            |           |              |            |            |           |           |

## Intended Outcomes

The vast majority of pupil premium pupils have had interventions led by teaching assistants this year, including immediate intervention and pre-teach. Additionally in reception/KS1 there have been approximately 47 pupil premium children who have been tutored regularly each week by focusing on phonics, spelling and reading. All the input has been reflected in increases in writing the end of term data (see above). As well as increases in those on track to achieve age related expectations, the tutoring and interventions have ensured that the overwhelming majority of pupils have made at least expected progress in. Where progress has stalled actions are in place through support plans.  
*Evidence: Intervention logs, tutoring logs, data analysis, work scrutiny and end of year assessments.*

|          |   |   |
|----------|---|---|
| <b>C</b> | <b>To ensure socially and emotionally vulnerable pupil premium pupils are confident and secure within themselves and ready for learning</b> | <b>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP &amp; governors).</b> |
|----------|---|---|

Pupil premium pupils are supported through school systems including access of the Family Liaison Officer, counsellor and behaviour support. All work is logged and coordinated through CPOMs. Eight out of the twelve pupils accessing Thrive have pupil premium funding. Twenty two pupil premium pupils access the counselling service. We have achieved the bronze mental health charter mark in recognition of our health and wellbeing team supporting parents and pupils. Key staff have been completed substantial mental health and wellbeing training throughout the year. Significant work on mental health and well-being has been completed through PSHCE sessions and school events.  
 Parent surveys from June 2023 share the following positive results from 72 surveys complete (figures show % positive responses from parents)

|   |            |
|---|------------|
| <b>My child is/children are happy at Usworth Colliery.</b>  | <b>97%</b> |
| <b>My child feels/children feel safe at Usworth Colliery.</b>   | <b>94%</b> |
| <b>Usworth Colliery makes sure its pupils to be well behaved.</b>   | <b>94%</b> |
| <b>Usworth Colliery supports my child/children’s wider personal development (e.g. support with emotional issues, understanding the community/world, etc.)</b> | <b>91%</b> |

*Evidence: Pastoral meeting notes, CPD logs, newsletters, parent and pupil surveys, HT reports to governors & assembly/PSHCE plans*