



Upper Durham Dales Federation

Pupil premium strategy statement 2021-2022

This statement details our schools' 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 schools.

School overview

Detail	Data
School name	UDDF
Number of pupils in school	Rookhope 11 St John's Chapel & Forest of Teesdale 18 Wearhead 25
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Sarah Hodgkinson Head Teacher
Pupil premium lead	Richard Sains Deputy Headteacher
Governor / Trustee lead	Sean Hayes

Funding overview

Pupil Premium Grant Funding

Rookhope

Number of pupils in school N – Y6	11
Proportion of disadvantaged	0
Pupil Premium allocation	£0
Recovery premium allocation	£2000

Forest of Teesdale & St John's Chapel Primary Schools

Number of pupils in school N – Y6	18
Proportion of disadvantaged	22.2%
Pupil Premium allocation	£2690 + £1345
Recovery premium allocation	£2000 + £2000

Wearhead Primary School

Number of pupils in school N – Y6	25
Proportion of disadvantaged	4%
Pupil Premium allocation	£1345
Recovery premium allocation	£2000

Part A: Pupil premium strategy plan

Statement of intent

At the Upper Durham Dales Federation, we believe that every child has the ability to achieve their potential, regardless of background and we strive to ensure that all children have access to a broad and balanced curriculum and a wide range of experiences.

Across our federation, we have identified that the main barriers to learning for Pupil Premium pupils in our schools tends to be lack of resilience, having limited access to a wide range of real-

life experiences, lower starting points for verbal communication and language skills and often additional learning needs.

We focus our Pupil Premium spending on delivering high quality teaching, quality interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their resilience and understand the importance of having a healthy body and mind.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of children in receipt of PP funding also have an additional SEND need which requires high levels of differentiation and adult support.
2	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
3	Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading.
4	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
5	Limited TA time to deliver 1 to 1 interventions and wellbeing activities
6	Emotional resilience of some pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.
7	Higher than average levels of deprivation results in children having limited opportunities to access experiences that enhance their vocabulary for reading and writing.
8	Rural isolation and the impact of Covid and repeated lockdowns has had a detrimental impact on children's emotional wellbeing and their ability to socialise with their peers.

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
Pupils will receive appropriately differentiated provision and TA support.	SEND pupils will make quicker academic progress reducing the attainment gap between them and their more able peers.
Quality of teaching and feedback improved through targeted CPD.	Increased proportions of pupils will reach ARE in English and Maths across the school.
Increased opportunities in school to support and value reading.	By the end of the academic year, attainment in reading will have improved compared to baseline data collated September 2021.
Improved staff subject knowledge in the teaching of phonics, using RWI materials.	Improved phonic outcomes for KS1 pupils.
Increased 1 to 1 support leads to accelerated progress in reading and phonics.	Observations of targeted pupils show that pupils are more settled and confident in school.
Pupil resilience will be developed through a number of activities and initiatives, including regular Forest Schools sessions and planned sessions to familiarise children with the Growth Mindset approach.	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Pupils wider experiences are enhanced.	Pupils will be able to demonstrate their knowledge and understanding of the wider world and in turn their language and vocabulary will be richer.
Pupils will gain the opportunity to work in larger groups and participate in team building activities on 'Federation Friday'.	Increased pupil confidence and resilience, more effective transition KS2/3.

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)

Pupil premium & Recovery premium allocation: £ £6690

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND interventions training (1 staff meeting)	<p>Additional ideas for interventions using research from EEF for interventions that have the most impact. Reinforced the need for creating a structure for an intervention session e.g. warm up, auditory memory work, session focus, concluding activity.</p> <p><i>Link to EEF research Special Needs in Mainstream Schools: Compliment high quality teaching with carefully selected 1 to 1 interventions and small group teaching</i></p>	1
Team Teach training (approximately £1260)	<p>Staff confidence to support pupils with challenging behaviours increased. Staff aware of an increased range of strategies to deescalate situations and how to move the child to a position of safety. Increased staff resilience so that learning can continue quickly following any interruption.</p> <p><i>Link to EEF research- Improving behaviours in schools: Know and understand pupils and their influences, use targeted approaches to meet individual needs</i></p>	1

<p>Intensive interaction training (ASC Pupils)</p> <p>Autism Education Trust EYs programme £90- training for TA x2</p>	<p><i>Staff have an increased understanding of how to communicate with non-verbal ASC children.</i></p> <p><i>Link to EEF research- Effective Professional Development - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly. Suggested costs: NFER - £1025</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>1 twilight from EDA- Teaching evaluating skills for writing and using non-negotiables. Staff meetings to review strategies for modelling and providing feedback.</p>	<p><i>EEF toolkit evidence: There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</i></p>	

<p>RWI phonics and spelling online subscriptions</p> <p>RWI spelling training £80 per delegate x 6 staff</p> <p>RWI Phonics training- £160 per delegate x 4</p> <p>Purchase of RWI spelling & phonics resources RWI reading books High interest, low reading level books</p> <p>Approx £4000</p> <p>Subscription to Nessy Reading & Spelling online programme £300</p>	<p>Staff confidence to increase an effective spelling programme increased. Renewed emphasis on developing phonic skills.</p> <p><i>Link to EEF research-improving literacy in ks1- effectively implement a synthetic phonics programme</i></p> <p><i>EEF toolkit- Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read.</i></p>	<p>1,2,4</p>
<p>Forest School Practitioner training (Paid for from Sports Premium)</p>	<p>Improved staff confidence and understanding of the benefits of outdoor learning. Ability to lead safe, effective and engaging Forest School sessions.</p> <p><i>Link to EEF research- Effective Professional Development - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	<p>6,8</p>

<p>Fresh Start training x2 £160 per candidate</p> <p>1 twilight from EDA- Planning sequence of English lessons using a shared text.</p> <p>Online subscription to Accelerated Reader for all Key Stage 2 children</p>	<p><i>Link to EEF research-Improving Literacy in KS2-Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</i></p>	<p>3,</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Pupil premium & Recovery premium allocation: £3345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention sessions to be delivered 1to1 or in a small group:</p> <ul style="list-style-type: none"> - Extra RWI phonic sessions - Online Mable therapy sessions & follow up intervention activities - SNIP spelling programme - Individual reading - Handwriting – Nelson handwriting online <p>Cost= 10 hours TA per week Approx £5686 per year</p>	<p><i>EEF toolkit evidence: Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</i></p>	<p>1,3,5</p>

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

Pupil premium & Recovery premium allocation: £3345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inroduction of Weduc app Approx £2000</p> <p>Home School diaries</p> <p>Community events e.g. Christmas production, MacMillan coffee morning</p> <p>Termly SEND support plan review meetings with parents of SEND children</p>	<p>Evidence from EEF toolkit: <i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p>Working with parents to support children's learning recommendations: <i>Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success.</i></p>	<p>1,3,6,8</p>
<p>School funded places for eligible pupils at breakfast & after school club</p> <p>Costs: £2-50 per session per pupil</p> <p>3 hours after school supervisor per week</p> <p>5 hours breakfast club supervisor per week</p> <p>Educational visits to experiences such as Beamish Museum, the mobile planetarium, Weardale Museum, Gala Theatre pantomime</p>	<p>EEF toolkit: <i>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</i> <i>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</i> <i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</i> <i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</i></p>	<p>6,7, 8</p>

Total allocation received: £13,380

Externally provided programmes

Programme	Provider
Read Write Inc. Spelling, Phonics & Handwriting subscriptions	Oxford Owl, Oxford University Press
WEDUC School App	WEDUC
White Rose Maths	White Rose Maths
Accelerated reader	Renaissance learning
TT Rockstars	Maths Circle
Doodle Maths, English	Doodle Learning
Nessy Reading & Spelling	Nessy Learning

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.

In the academic year 2020-2021, St John's Chapel Primary School received £1345 and Wearhead received £2690 pupil premium.

St John's Chapel- This money was utilised to purchase the RWI phonics scheme at St John's Chapel and to provide RWI training for staff. This had an impact on the phonic outcomes for pupils, evidence of which can be seen through improved reading ages in recent assessments.

Wearhead- This money was used to provide staff CPD on the teaching of phonics, purchase of some initial RWI resources and staff training on effective writing of SEND support plans. This had a significant impact for pupils as assessments highlighted significant areas for development in children's phonic knowledge and staff confidence to write support plans with clear, measurable targets was increased.

In order to protect individual identity of pupils in such low cohorts we are unable to provide detailed information on our website regarding the impact of Pupil Premium Spending. For further information, contact the Headteacher.