



Pupil Premium Strategy 2020/21

For the financial year 2020-2021, we received £21,275 in receipt of Premium funding. Please see the table below for how we used this funding and the impact these initiatives had. The impact of these strategies was closely monitored by the school's Senior Leadership Team.

Initiative	Rationale	Aim	Intended Impact
Personal Development, Behaviour an Attitudes			
Maintaining a high level of teaching Introduction of full-time Mental Health and Wellbeing Lead.	The mental health and wider wellbeing of pupils is paramount and support for children returning to School will be a priority in terms of whole school, class, group and individual support.	<ul style="list-style-type: none"> • To continue to support identified pupils previously receiving focussed support. • To support the mental health of pupils returning to School after the closure. • To provide advice, support and resources to staff in relation to supporting children’s return to School as well as more specific issues which may arise. 	<ul style="list-style-type: none"> • Pupils adapt quickly to a return to school and the social and emotional wellbeing of pupils positively impacts on attainment and progress.
Additional online resources to Commando Joe’s programme integrated into curriculum to promote growth mindset and strengthen resilience and determination.	The impact of the Covid-19 pandemic will have limited pupil opportunities to develop character education skills, a key focus of the curriculum at Wynyard. Commando Joe’s will provide opportunities to develop these skills alongside core learning and the wider themed curriculum.	<ul style="list-style-type: none"> • To develop the character education of pupils and embed opportunities for this development within the curriculum. Core skills: • Resilience • Empathy • Self-Awareness • Passion • Excellence 	<ul style="list-style-type: none"> • Positive impact on behaviours for learning and, as a result, impact on attainment and progress.



		<ul style="list-style-type: none"> • Communication • Teamwork 	
Planned programmes of whole-class mental health and wellbeing introduced. E.g. We Eat Elephants, Mind Moose, Transition focus for Y6.	The mental health and wider wellbeing of pupils is paramount and support for children returning to School will be a priority in terms of whole school, class, group and individual support. We Eat Elephants is a program which encourages children to communicate and recognise their feelings.	<ul style="list-style-type: none"> • To embed planned opportunities to promote positive mental health and wellbeing in the whole-class curriculum. 	<ul style="list-style-type: none"> • Pupils adapt quickly to a return to school and the social and emotional wellbeing of pupils positively impacts on attainment and progress.
Continue to foster links with Alliance and other partners as part of the Mental Health Trailblazers program.	Links made with Alliance during the previous academic year proved incredibly positive in providing support to the mental health and wellbeing lead, pupils and wider staff.	<ul style="list-style-type: none"> • To support all stakeholders, including parents, in supporting children’s mental health and wellbeing. • To ensure pathways available to provide more specialist support for children who may need it. 	<ul style="list-style-type: none"> • Targeted and focussed support can be obtained quickly to limit the impact on pupils’ mental health and wellbeing and wider attainment and progress.
Quality of Education			
Increased level of teaching assistant support within School to increase targeted interventions to redress attainment gaps.	Although the curriculum will be carefully considered to be reactive to baseline assessments ensuring gaps are addressed, increased provision for targeted intervention will be required. Therefore, more time will be available to provide the targeted support necessary.	<ul style="list-style-type: none"> • Effective intervention programmes in place for Pupil Premium children to target identified personalised learning action. For example, additional support with phonics, reading, reasoning and arithmetic skills in maths. 	<ul style="list-style-type: none"> • Children to make at least expected progress and often more than expected progress from individual starting points.
Specialised Intervention CPD for all staff from Durham CC	Interventions within School are timely, targeted and adapted to suit the needs of learners. Additional training	<ul style="list-style-type: none"> • Effective and impactful intervention programmes in place for Pupil 	<ul style="list-style-type: none"> • Children to make at least expected progress and often more than



	will provide opportunities for staff to examine and evaluate new intervention programs which could be introduced in School to positively impact attainment and progress, particularly in relation to addressing any gaps in learning.	Premium children to target identified personalised learning action.	expected progress from individual starting points.
Increased resourcing to support targeted interventions.	Assessments by staff have shown that Covid-19 has impacted on the development of core skills, particularly in relation to reading. Therefore, Reading Plus will be introduced across Key Stage 2 and increased phonic resources will support the teaching of phonics, using the Read, Write Inc. program, at appropriate levels.	<ul style="list-style-type: none"> • To redress attainment gaps in relation to core skills in English and Maths. 	<ul style="list-style-type: none"> • Children to make at least expected progress and often more than expected progress from individual starting points.
Diverse range out of extra-curricular activities in place across school to increase disadvantaged children’s access to enrichment experiences.	The impact of Covid-19 within School and more widely in communities has further limited children’s access to enrichment activities. Therefore, our priority continues to be to provide a diverse range of activities both in curriculum time and during extra-curricular activities.	<ul style="list-style-type: none"> • To ensure children have access to a range of physical, creative and academic opportunities to support their development and promote positive social and emotional wellbeing. 	<ul style="list-style-type: none"> • To enhance the curriculum, ensuring children are given the opportunity to experience new and varied activities. • Positively impacting on the emotional wellbeing of pupils.