

# Tackling poverty in South Tyneside Access to Education



South Tyneside Council

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TYNESIDE**

## South Tyneside statistics

- 62 schools in total in South Tyneside: 45 Infant, Junior or Primary, 8 secondary, 5 special schools and 4 stand-alone nursery schools
- 20.8% of children nationally accessed FSM in 2020/21. This had risen from 17.3% in January 2020
- In South Tyneside 51 schools FSM% were above national in 20/21
- 12 schools with FSM above 50% (including 3 Special)
- 24.7% of secondary age children in South Tyneside accessed FSM. This compares with 17.8% nationally. 28% of children in nursery and primary accessed FSM. This compares with 17.8% nationally and had risen by 3.1% from the previous year. There has been a steady increase over the last 5 years.



## Learning and progress of groups – Disadvantaged

“Our data shows us that it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. The effect of a teacher is a lot bigger for a student who doesn’t have a privileged background than for a student who has lots of educational resources.”

Andreas Schleicher



# Support for disadvantaged children in schools

- External funding- Early Years' Pupil Premium/ Pupil premium / Recovery funding
- LA-Led initiatives (eg “Boo basket” with funded two-year-olds in Educational settings)
- Projects targeted at working with schools- eg through Cultural partners LCEP, (Front Street singing) or the Music Hub
- Targeted training (eg Pre-Reception EYFS communication and Language training brokered by DfE with “eligible” settings)
- DfE initiatives- Digital devices for disadvantaged pupils
- School meal vouchers – for holiday periods
- HAF (Holiday Activity Fund) activities
- School-based “extras” – Food and clothing banks/ involvement in booster sessions or after/ before school clubs, including breakfast clubs
- Wider regional initiatives/ drivers- eg “Poverty proofing the school day”



## Pupil Premium Funding

- 2021/22 £955 (Secondary) £1,345 (Primary) £2,345 Looked after and adopted child (post-LAC)
- Service child £310 (YR-Y11)
- EY Pupil Premium – 53p per hour – just Over £300 for the 570 hours annually (paid termly for eligible nursery age children)

Schools that are Academies receive their funding directly from the EFSA. The grant does not have to be completely spent by schools in the financial year beginning 1 April 2022; some or all of it may be carried forward to future financial years.

**The Pupil Premium grant provides funding for two separate policies**

Raising the attainment of disadvantaged pupils of all abilities to reach their potential

Supporting children and young people with parents in the regular armed forces



## Conditions of the 2021/22 grant

From the academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's toolkit. In line with the EEF's [pupil premium guide](#), activities should include those that:

Support the quality of teaching, such as staff professional development;

Provide targeted academic support, such as tutoring; and  
acknowledge non-academic barriers to success in school, such as attendance, behaviour and social and emotional support



## Key challenges to achievement –Secondary

### Poor Literacy skills – limiting access to broader curriculum

Poor concentration and resilience

Issues with attendance and persistent absenteeism

Social and emotional issues that lead to low self-esteem and behavioural problems

Low or limited aspirations

Limited access to educational experiences outside the school environment

### Limited opportunities in the home environment to complete homework tasks

Lack of engagement with remote learning / poor study skills

Poor cultural capital in some subjects – affecting access to exams

Lost learning during Covid- gaps widened



# Key challenges to achievement -primary

**Gaps in the children's basic skills have increased as a result of the pandemic – poor engagement of disadvantaged families with remote learning**

EY and KS1 significant speech and language issues

A large proportion of disadvantaged children are also SEN

Parents have limited understanding of how to support children's Literacy and maths skills or their Social & Emotional Health & wellbeing

Before the pandemic the majority of children had limited experiences outside the home. This has increased because of the pandemic

Challenging home circumstances and social care involvement

Social, emotional and mental health issues / anxiety

**Increasing levels of SEND –particularly ASD and ADHD**

Lack of parental engagement / adverse family circumstances (eg bereavements / illness)

Low or limited aspirations



# Challenges – Special schools

## Low attainment on entry due to learning difficulties

speech and language issues

Some children have significant medical issues which are life-limiting

Lack of resilience

Social, emotional and mental health issues / attachment experienced by some PP children/ anxiety

Engagement and transitions

Behaviour for learning in structured and unstructured time/ low level disruptions

## Attendance

Lack of mastery in maths and Literacy due to gaps in knowledge

Lack of parental engagement

Low or limited aspirations



## Pupil Premium Statement of intent: Epinay School (61% FSM)

At Epinay overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. Our core aim is to improve the outcomes for pupil premium students and diminish the difference between them and their peers. Student wellbeing is at the heart of everything we do at Epinay for them to be happy, confident, and independent learners prepared for adulthood. For pupils with special educational needs deprivation is likely to be part of the broader context for many of our families. We strive to ensure that every family is supported, and every child can access support and intervention both inside and outside of

school to ensure students are ready to learn and achieve their potential



## **Boldon school statement of intent: priorities**

- Ensuring a Good or 'Outstanding' teacher is in every class in all faculty areas.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress in all subject areas.
- Additional recovery PP - To support priority areas of Ebacc and Science with academic mentors (full time 2021/22) for all PP students in year 7,8, 9,10 and 11.
- Addressing non-academic barriers to attainment such as attendance, behaviour, attitudes to learning and rewards.
  - Ensuring that the PPG reaches the pupils who need it most.
  - Allowing all students the opportunity to engage in out of school hours learning and residential education opportunities.
- Increasing ICT access for all students at both KS3 and KS4

**49% Pupil Premium (1003 on roll).**

**£414,565 Pupil premium & recovery funding**



# Teaching strategies- examples

Activity	Evidence that supports this approach	Challenge
<p>Ensure all relevant staff have received training to deliver the Power Maths Mastery Programme effectively.</p> <p>Ensure all relevant staff have received bespoke training from Ed Psych service in relation to self-regulation/memory /meta-cognition training.</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a> Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning.</p>	<p>Retention of knowledge</p>
<p><i>Employment of a Mental health and wellbeing lead in school who provides therapy and pastoral support for children in school</i></p>	<p>Social and Emotional support available to children in school will support their wellbeing and help children manage their emotions more effectively, it can also enable them to access learning more effectively and therefore make more progress. The Covid pandemic has affected some children's wellbeing and social skills and carefully planned therapies and activities will benefit pupils (EEF evidence base link given)</p>	<p>Social and emotional needs Behaviour Attendance</p>



Activity	Evidence that supports this approach	Challenge addressed
Appropriate, high quality, targeted intervention delivered to meet individual and group needs	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	Gaps increased in pandemic and there was limited engagement with remote learning
Specialist speech and language intervention delivered by speech therapist	RCSLT( Royal College of speech and language therapists) – research documents impact of partnership working in schools	Early Years and Year 1 children have significant speech and language needs
Speech and language intervention delivered by support staff trained by therapist	RCSLT( Royal College of speech and language therapists) – research documents impact of partnership working in schools	Early Years and Year 1 children have significant speech and language needs
SENDCo supports and monitors support plans and the interventions undertaken by the children to ensure progress is made	EEF research – targeted intervention ensures all children make progress and gain the appropriate knowledge, skills and understanding to be ready for their next stage in learning	A large proportion of disadvantaged children are also SEN (17%)

## TARGETED ACADEMIC SUPPORT –SPECIAL SCHOOL

Activity	Evidence that supports the approach	Challenge
<p>TA employed 2 days per week (£2691) to ensure every child in phase 2-3 reads at least weekly. Whole school drive towards reading including additional reading materials purchased and dedicated intervention scheme followed in school (RWI) (£3000)</p> <p>EEF Oral Language Interventions shared with staff and included in whole school approach, rolled out and driven via school devised QA programme.</p>	<p>Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011). To support and improve reading comprehension and fluency of pupils Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). EEF Toolkit’s Oral Language Intervention section found strategies included within it have an average impact of +5 months.</p>	<p>Improve the progress of PP students in core subjects</p> <p>Raise the profile of reading across the school to develop a love of reading and raise standards</p>

# Targeted academic support- examples

Activity	Evidence that supports this strategy	Challenge
Tutoring through the NTP or a school-led tutoring programme.	NTP or a school-led tutoring programme. 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: (EEF case studies)	Ensuring high quality academic mentoring targeted at PP pupils
Reading interventions )and purchase of Reading plus programme)	Internal data suggests issues are to do with reading speed and vocabulary acquisition. This is supported by on-entry baselines, where language and communication is consistently flagged up as issue for disadvantaged pupils	Low level literacy skills / poor vocabulary
EY resourcing to meet the needs of the revised EY curriculum	End of YR outcomes are below national. Many children join the school with significant low starting points. Resources to support implementation of the revised curriculum and to support language and communication skills	Low on-entry skills Poor language and communication



## Wider strategies - examples

Activity	Evidence that supports this approach	
Employment of family support worker	Self-regulation strategies and social and emotional learning are consistently linked with successful learning. Working with parents on these strategies is essential and is best done by our pastoral experts. Levels of parental engagement are consistently associated with children's academic outcomes (EEF +parental engagement –low cost +4 impact)	Social, emotional & mental health issues in the home Attendance
<i>Commando Joes Physical activity programme</i>	<a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a> The Commando Joe program teaches and embeds life skills through the RESPECT program. Children take part in mini-missions learning specific skills to support them becoming well rounded individuals	Resilience Low aspirations
School rewards for academic and improved behaviour and attendance / funded visits	Extending experiences for disadvantaged pupils has impact on their use and understanding of vocabulary which builds cultural capital and supports the reading comprehension Rewards help to engage and motivate students- build self-esteem	Poor attendance / lack of engagement Poor language and communication
Resourcing school library/ recruitment of qualified librarian	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF	Improving Reading for full access to the curriculum

## Poverty proofing the school day

Poverty Proofing the School Day is a project developed by Children North East. The project provides a toolkit to poverty proof the school day, to reduce stigma and remove barriers to learning and to assist schools in exploring the most effective way to spend pupil premium allocation. Poverty Proofing the School Day consists of an audit for each individual school, questioning pupils, staff, parents and governors. The result is an action plan tailored to each individual school to address any stigmatising policies or practices. There is then the opportunity to be awarded an accreditation following a review visit. C. N East offer training to staff and governors on poverty and its impact on education



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# Challenges –and next steps for the LA and schools



*Teachers help students find important things they've lost every day. Sometimes it is a paper, backpack, or jacket...other times it is courage, confidence, or a smile.*



**Any questions?**

## Challenges

- Increased levels of poverty within the borough
- Covid uncertainties –restrictions and impact of lost learning
- External pressures from inspection- revised framework emphasis

## Next Steps/ future work

- Continuing to share good practice/ raise awareness of issues faced by disadvantaged pupils
- Monitoring and feedback on PP plans
- Training and support for school staff and governors
- Support to promote initiatives and opportunities which will have direct impact on disadvantaged