

Pupil premium strategy statement East Rainton Primary School

1. Summary information					
School	East Rainton Primary				
Academic Year	2022/23	Total PP budget	£45,700	Date of most recent PP Review	September 2022
Total number of pupils	120	Number of pupils eligible for PP	38+1 LAC 1 post LAC 4 services	Date for next internal review of this strategy	September 2023

2. Current attainment			
Data Based on Year 6	(7 children PP out of 16 children)	Pupils eligible for PP (your school)	National data all children
% achieving in reading, writing and maths		57%	56%
% making progress in reading		71%	74%
% making progress in writing		57%	69%
% making progress in maths		71%	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	High number of children with ASD across the school.
B.	Low level of support from home for PP children
C.	Resilience within social situations and self motivation.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Social and emotional issues for children who had moved house during COVID.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Provide support for social and emotional needs of children across the school.	Children to be able to express themselves appropriately .
B.	Increased attainment in reading for children who do not get the support at home.	Children to reach age related expectations in spelling
C.	Children to have a number of strategies to work independently and to be more resilient	Children will be observed working independently and be able to apply their skills.

D.	Children have the opportunity to experience a range of extra curricular activities	Children will express an interest in additional activities.
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5. Planned expenditure					
Academic year	2022/23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children to achieve their potential in all areas equally.	Additional teacher to work in year 1/2 for English and Maths. 3 days per week. Focused small group work in the afternoons will pick up on gaps in learning.	This class has the highest percentage of FSM and SEN children The aim will be for children to reach the age related expectations by the end of the school year.	Observations with staff from another Primary school to support each other.	ST	End of each term
Total budgeted cost					£23,430
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase children's spelling and reading skills.	Children in Year 1/2 to access intervention and additional support from teacher and teaching assistant.	Teacher can identify which children are having difficulties on a particular aspect which will allow for focused intervention. Phonics will be the focus for the first term.	Tracking of children through the programme will allow for progress to be monitored.	English Leaders	End of each half term

Improve parents supports for children at home.	Work shops sessions with parents on a one to one basis to help to provide support for their child.	Focus will be on supporting with early reading skills. Providing quality resources and one to one support.	Review with parents	ST	End of each term
Improve the resilience of children to work independently	Employment of a learning mentor to work with small groups.	The focus of this will be building resilience by developing social and emotional skills. Lockdown may had an impact that we may not be fully aware of yet therefore close monitoring will be important.	Discussions with staff and observations of children both in group sessions and within their main classroom	SB	End of each half term
Total budgeted cost					£12,350
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have the opportunity to experience a range of extra curricular activities	Children have access to music tuition and after school activities.	Nineteen children access after school activities and 7 children access music tuition. This is because the costs are kept to a minimum.	Termly reviews of progress.	ST	September 2022
All children to take part in school activities without cost becoming a barrier.	Cost of Uniform and support with school visits	Items will be provided by the school where there is a need. New and second hand. All school visits will be kept to a low cost with the school providing funding towards transport.	Individual meeting with parents/carers	ST	On going
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children to achieve their potential in all areas equally.	Year 5 and year 6 taught separately for English and Maths.	This has helped children have more individual attention which has helped them to achieve their end of year attainment.	Children worked well in a small group and most children were able to access age appropriate standards.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Deployment of TA support has maximum impact	Key stage leaders to identify where need is greatest and provide targeted support.	Support will be provided to meet the needs of children in blocks of targeted support to prevent children becoming reliant on adult support.	Some children were able to make good progress and get back on track for their age group.	
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve the resilience of children to work independently	Employment of a learning mentor to work with small groups.	The focus of this will be building resilience by developing social and emotional skills.	ASD children were given a significant amount of time with the learning mentor. Some work was completed around transition although secondary school did not provide a high level of support compared to pre covid.	
7. Additional detail				

One child has had significant behavioural issues and has attended the assessment hub. The child has now got an EHCP although there are ongoing concerns.