

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2023 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	East Rainton Primary
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	10/10/2022
Date on which it will be reviewed	10/10/2023
Statement authorised by	Janet Meek
Pupil premium lead	Sara Toole
Governor	Graham Cox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,130
Recovery premium funding allocation this academic year	£6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,945

Part A: Pupil premium strategy plan

Statement of intent

The vision for East Rainton Primary school is for our school to create a caring and inclusive community where we achieve excellence together.

Our overall aim is for all children to be inspired, determined and resilience individuals with an awareness of the wider world.

Therefore, our strategy for our disadvantaged children is fully inclusive within those two statements. For children to be inspired, determined and resilient we need to provide opportunities and experiences, that may be beyond their normal home life. They need to be given time to talk, have positive role models and quality resources.

The key principle to our strategy is the quality of the adult interaction and the broadness of the opportunities open to them. A focus on good mental wellbeing under pins the vision for the school. The school had reviewed how children are supported in the development of the social and emotional skills.

Challenges

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

Challenge number	Detail of challenge
1	High number of children with ASD across the school
2	Low level of support from home for PP children.
3	Resilience within social situations and self-motivation
4	Mixed age classes across the school. Range of abilities across one class
5	Widen opportunities to experience a range of extra-curricular activities.

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
<i>Provide support for social and emotional needs of children across the school</i>	Children will be able to express themselves appropriately in a range of situations. They will be able to use their voice to express themselves appropriately.
Increased attainment in reading for children who do not get support at home in line with peers.	Children reach age related expectations and they have developed a love for reading. Older children can talk about authors they enjoy and different types of books they enjoy.
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. Children are able to resolve minor issues themselves by talking through their issues.
Children have the opportunity to experience a range of extra-curricular activities.	Children will express an interest in additional activities. Out of school clubs provide a range of different activities that meet the interest levels of all children.

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: £ £23,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>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</p> <p>The aim will be for children to reach the age related expectations by the end of the school year.</p>	<p>Having a high quality teacher is vital to the progress of children’s achievements. They can identify where the gaps are and deliver appropriate teaching. EEF</p> <p>Small groups allow for children to have greater interaction with the adult and individualised instructions.</p> <p>An experienced and stable workforce enables the children to have a consistent approach.</p> <p>Targets CPD enables staff to enhance their skills and share good practice.</p>	<p>2,4</p>
<p>Reading programme are set to match the needs and stage.</p>	<p>Phonic bugs used as the early reading support.</p> <p>Then the children in year 3 and 4 use accelerated reading to support their understanding of their reading. This linking a range of books and a quiz approach. It has a positive reward system in place which engages ASD children.</p> <p>In upper key stage 2 the children use reading plus to focus on their reading speed as well as understanding. It provides a range of reading sources.</p>	<p>1,2,4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 24,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Phonics will be the focus for the first term.</p> <p>Improve parents supports for children at home. Workshops 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.</p> <p>Providing quality resources and one to one support.</p>	<p>Small group support and 1:1 intervention Skilled staff how understand early development and small steps to learning can provide quality intervention teaching. EEF.</p> <p>Teacher can identify which children are having difficulties on a particular aspect which will allow for focused support for parents as well as children. The teaching will be fast paced over a limited period to encourage the children to return back into their class full time. Quality resources engage the children.</p>	<p>2,3,4,</p>
<p>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.</p> <p>Lockdown may had an impact that we may not be fully aware of yet therefore close monitoring will be important.</p>	<p>Positive mental wellbeing is vital for children to be able to learn effectively. Some children need to have the opportunity to talk through their concerns /worries. Children who struggle with social and emotional skills need to be shown how to communicate in an appropriate manor. Sessions are 1:1 or small group depending upon the needs of each individual child. Supporting children and parents to build their resilience is a key skill to a positive mental attitude. With in a small school that has a nurturing approach children need to develop these skills before they move on to secondary schools.</p>	<p>1,2,3</p>

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a range of enriching opportunity.</p> <p>Children have the opportunity to experience a range of extra-curricular activities with 11 club each week.</p> <p>Children have access to music tuition and after school music activities.</p>	<p>The DFE have a national plan for music education which enable all children to learn to sing, play an instrument and create music together.</p> <p>The school has opportunities for all children to sing every week, but the choir is an additional opportunity to sing as a group.</p> <p>Children in year 3 and year 4 are taught a musical instrument as part of their weekly music lesson. Children who express an interest in learning a musical instrument can from year 2.</p> <p>The costs are kept low (£3 per lesson) and this is subsidised.</p>	5
<p>Reducing costs to a minimum but still providing a range of experiences.</p> <p>All children to take part in school activities without cost becoming a barrier.</p> <p>Cost of Uniform and support with school visits.</p> <p>Items will be provided by the school where there is a need. New and second hand.</p> <p>All school visits will be kept to a low cost with the school providing funding towards transport.</p>	<p>All after school clubs are open to all children. They cover a range of different activities from sport to cookery. The mix of ages helps to support the schools family ethos. It develops the children skills to work together and develop their ability to co-operate.</p> <p>Encouraging children to take part in after school clubs supports their enjoyment of school and encouraging them to learn a wider range of new skills. Children who are encouraged to participate in a range of activities are more likely to continue to expand their interests through their life. It helps children to build their confidence to give new things a try.</p> <p>School visits have a positive impact on learning and retaining knowledge. Everyone learning in different way therefore having a wide range of learning styles is vital to engage children. Having the opportunity to visit museums, parks , wildlife centre etc enable children to learn from first hand outside the classroom environment.</p>	1,3,5

Total budgeted cost: £ 67,504

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 2021 to 2022 academic year.

The school has assessed children using NFER termly tests to give the teachers an indication of where gaps in learning are following periods of lockdown. This has enabled the school to target support and for teachers to plan their teaching at the right starting point. There was a gap between the children who accessed home learning with the support of parents and those children who did not. Some children were able to make good progress and get back on track for their age group. Support will be provided to meet the needs of children in blocks of targeted support to prevent children becoming reliant on adult support.

Carefully planned quality first teaching and use intervention teachers known to the children has helped to close the gaps within the individual year group.

Increasing the hours of the schools learning mentor has enabled the school to focus on the social and emotional needs of more children. The high number of ASD children in some years groups had an impact on how classes were arranged. 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. Social and emotional needs of the children have continued to be a focus for the school. This has helped children have more individual attention which has helped them to achieve their end of year attainment.

Class sizes were kept as small as possible for the teaching of English and Maths to enable a greater focus on gaps in learning.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

--	--