



**Pupil Premium Impact
2021-2022**

Overview	
Number of Pupils and Pupils Premium Grant (PPG) received	
Total number of pupils on roll	197
Total number of pupils eligible for PPG	50 (25%)
Total amount of PPG expected to receive	£67250+ 1 Service Child = £67 560 £68101.79 (Actual Spend)

Pupil Premium Grant Expenditure 2021-2022					
Barrier to Education	EEF Rationale	Support	Cost	Success Criteria	Impact
Fall back in attainment since March 2020 in Maths due to lockdown and gaps in learning for disadvantaged children.	There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates - and the EEF's analysis suggests this is likely to be growing significantly while schools are closed to most pupils. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.	School Led Tutoring - School's contribution	£5737.50 (School Led Tutoring Grant funding amount - £5062.50- total cost £10 800) 4 groups of 1:3 children accessing 2 hours per tutoring per week- 6 weeks in Autumn Term. 13	<ul style="list-style-type: none"> To ensure that identified children are working in line with Age Related Expectations by the end of the year or in line with personal targets. Identified children make good or better progress. 	<ul style="list-style-type: none"> 43% of children who accessed the School led tutoring are now working at age related expectations. (This would have been a greater percentage but attendance was a barrier for the other children) Most children who accessed tutoring made good or better

			weeks in Spring Term and 11 weeks in Summer Term.		<p>progress in Maths.</p> <ul style="list-style-type: none"> All children's confidence increased and they participated more within whole class lessons.
Some of our children are very emotionally vulnerable and their social and emotional wellbeing can directly impact their welfare and learning.	'On average, Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (on average around three to four months additional progress).'	Impact North East SLA	£4250 Counsellor in School $\frac{1}{2}$ day every week.	<ul style="list-style-type: none"> All children are happy to be in school and are well supported with their mental health and well-being. Impact North East SDQs show improvements. Progress improves for children attending Impact North East sessions. Where appropriate Boxhall Profile completed for children and scores improve following involvement. 	<ul style="list-style-type: none"> Children who accessed counselling from Impact NorthEast were well supported in School and confidence and self-esteem rose. SDQ scores improved. Children had coping strategies and Teachers and strategies to support the children.
Low attendance and punctuality	Wider strategies relate to the most significant non-academic barriers to success in school, including attendance.	Attendance 100 - School Improvement Service	£ 2,250	<ul style="list-style-type: none"> Continue to improve attendance and punctuality across the school for PP children and reduce 	<ul style="list-style-type: none"> Attendance gap between PP and Non PP narrowed to 2.6%. Attendance

	Government recommend: monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence (register inspections, code analysis, cohort and group monitoring, punctuality and to use attendance, staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.			<p>incidence of persistent absenteeism.</p> <ul style="list-style-type: none"> Attendance for Pupil Premium children is close to the national average for all children. 	remained in line with the Local Authority attendance figures for Primary Schools.
Some of our pupils are very emotionally vulnerable and their social and emotional wellbeing can directly impact their welfare and learning.	<p>'A year-long trial in 106 primary schools, funded by the Education Endowment Foundation (EEF), found pupils made an extra two months' progress when a free breakfast club was introduced.'</p> <p>'Researchers said breakfast clubs... might be more effective in improving academic attainment, lateness, absence rates and behaviour.'</p>	Subsidise breakfast club	£1000	<ul style="list-style-type: none"> Allow children who may not otherwise be able to afford attending a daily breakfast club to have a filling breakfast before the school day begins. Ensure children are on time for school. 	<ul style="list-style-type: none"> Punctuality improved for those disadvantaged children attending Breakfast Club. Approximately 16 PP children attend Breakfast Club.
Low levels of language and communication. Some children have a much lower bank of key vocabulary.	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up	2 Full Time Teaching Assistants	£49486.12	<ul style="list-style-type: none"> Children taught in smaller groups. More 	<ul style="list-style-type: none"> Y2 PP children made good progress in Maths and

<p>Some children present with Emotional, Social and Behavioural needs that impacts on readiness to learn.</p> <p>Low aspirations and less support received at home.</p>	<p>strategy.'</p>			<p>interventions targeted at PP children- phonics, handwriting, Better Reading @Partnership, Talk Boost, Precision Teaching, Phonics Bug Language Intervention, Maths (Numicon Intervention).</p> <ul style="list-style-type: none"> • Children develop resilience through adopting strategies to enhance emotional wellbeing and independence. Children develop their communication skills. Raised self-esteem, concentration levels are increased and children are able 	<p>reading (more than non PP children)</p> <ul style="list-style-type: none"> • 69% of PP children passed Y1 Phonics Screening Check - higher than the national average of 68%. • Children accessed intervention groups which contributed to improved outcomes: 46% of PP children achieved the Good level of development; 56% of Y2 PP children achieved age related expectations in reading (higher than national average of 51%) and 56% for Maths (higher than national
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				<p>to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers.</p> <ul style="list-style-type: none"> • At least 70% of disadvantaged children make good or better progress. • At least 70% of children reach age related expectations at the end of the year. • Improved outcomes for disadvantaged children across the curriculum. • Removal of barriers to learning for targeted children. • Children engage fully in their learning, have 	<p>average of 52%) and 40% in writing (broadly in line with the national average of 41%).</p> <ul style="list-style-type: none"> • The gap decreased between PP children and non PP children from the end of the previous year SATS were administered in reading and writing.
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				increased emotional stability and confidence.	
Some children do not have the life experiences needed to recall parts of their topic or use the language required for the topic or learning. Limited enrichment activities at home.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding.	Trips/ visits including pantomime	£4000	<ul style="list-style-type: none"> • Provide a range of stimulating experiences that all children can attend. • At least 70% of disadvantaged children make good or better progress. • At least 70% of children reach age related expectations at the end of the year. 	<ul style="list-style-type: none"> • A range of visits and visitors took place once Covid 19 restrictions were lifted. These engaged and motivated the children. They also promoted creativity and awe and wonder. • The gap decreased between PP children and non PP children from the end of the previous year SATS were administered in reading and writing.
Some children do not complete the conventional homework and are not encouraged by parents to do so.	Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information,	Purchase online subscriptions for pupils to use at school	£800+ £578.17 = £1378.17	<ul style="list-style-type: none"> • All children have access to sites within school and those with internet access 	<ul style="list-style-type: none"> • 69% of PP children passed Y1 Phonics Screening Check which is higher

	<p>and that this is likely to have a positive impact on learning. One commonly advanced suggestion for why technology might support practice is that pupils might find digital activities more engaging than traditional tasks.</p> <p>Technology can also be used to support pupil practice outside of the classroom.</p>	<p>and at home - Purplemash, Phonics Bug</p>		<p>at home are able to extend their learning through teacher directed activities.</p> <ul style="list-style-type: none"> • Provide parents with safe and stimulating educational activities their children can access online. • Disadvantaged children make good progress. 	<p>than the national average of 68%.</p>
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