



**Pupil Premium and Recovery Grant Expenditure
2022-2023**

Overview	
Number of Pupils and Pupils Premium Grant (PPG) received	
Total number of pupils on roll	189
Total number of pupils eligible for PPG	49 (26%)
Total amount of PPG expected to receive	£67 865 £72,843 (Actual Spend)
Date to be reviewed	September 2023

Pupil Premium Grant Expenditure 2021-2022				
Barrier to Education	EEF Rationale	Support	Cost	Success Criteria
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	School Led Tutoring - School's contribution	£4536 £11,340 expenditure - £6,804 (Government Grant)	<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.

	who have fallen behind.			
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 ½ 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.
Low attendance and punctuality	Wider strategies relate to the most significant non-academic barriers to success in school, including 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.	Attendance 100 - School Improvement Service	£ 2,991	<ul style="list-style-type: none"> Continue to improve attendance and punctuality across the school for PP children and reduce incidence of persistent absenteeism. Attendance for Pupil Premium children is close to the national average for all children (96%).
Some of our pupils are very	'A year-long trial in 106	Subsidise	£1000	<ul style="list-style-type: none"> Allow children who may not otherwise be able to

<p>emotionally vulnerable and their social and emotional wellbeing can directly impact their welfare and learning.</p>	<p>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>	<p>breakfast club</p>		<p>afford attending a daily breakfast club to have a filling breakfast before the school day begins.</p> <ul style="list-style-type: none"> • Ensure children are on time for school.
<p>Low levels of language and communication. Some children have a much lower bank of key vocabulary.</p> <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>'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.'</p>	<p>2 Full Time Teaching Assistants</p>	<p>£54,810</p>	<ul style="list-style-type: none"> • Children taught in smaller groups. • More interventions targeted at PP children- phonics, handwriting, Better Reading @Partnership, Talk Boost, Phonics Bug Language Intervention, Maths (Numicon Intervention), Nuffield Early language Intervention. • 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 to cope with the demands of the curriculum. Positive attitudes to learning ensure progress in line with peers. • 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"> • Improved outcomes for disadvantaged children across the curriculum. • Removal of barriers to learning for targeted children. • Children engage fully in their learning, have 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.
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, 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. Technology can also be used	Purchase online subscriptions for pupils to use at school and at home - Purplemash, Phonics Bug	£800+ £456 = £1256	<ul style="list-style-type: none"> • All children have access to sites within school and those with internet access at home are able to extend their learning through teacher directed activities. • Provide parents with safe and stimulating educational activities their children can access online. • At least 70% of disadvantaged children make good progress.

	to support pupil practice outside of the classroom.			
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Overview	
Number of Pupils and Recovery Grant received	
Total number of pupils on roll	188
Total number of pupils eligible for Recovery Grant	49
Total amount of Recovery Grant received	£7105

Recovery Grant Expenditure 2022-2023				
Barrier to Education	EEF Rationale	Support	Cost	Success Criteria
Reception children have poor vocabulary, listening and narrative skills. Children in Reception cannot access School Led Tutoring Grant.	'In order to support pupils who have fallen the behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary'.	Nuffield Early Language Intervention Teacher and TA trained - TA to deliver the programme	£75 X4 = £300 per week X 25 weeks = £7500	Improved scores in the Speech and Language Link Assessment Tool. Children show improvements in the three areas and are sustained at end of year assessment.