



**Pupil Premium Grant impact
2023-2024**

Overview	
Number of Pupils and Pupils Premium Grant (PPG) received	
Total number of pupils on roll	184
Total number of pupils eligible for PPG	48 (26%)
Total amount of PPG expected to receive	£69 840 £71,091.50 (Actual Spend)
Date to be reviewed	September 2024

Pupil Premium Grant Expenditure 2023-2024					
Barrier to Education	EEF Rationale	Support	Cost	Success Criteria	Impact
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. 	<ul style="list-style-type: none"> Children who accessed counselling from Impact NorthEast were well supported in School and confidence and self-esteem rose. Children had coping strategies and Teachers and strategies to support the children.

				<ul style="list-style-type: none"> Where appropriate Boxhall Profile completed for children and scores improve following involvement. 	
Low attendance and punctuality	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance.</p> <p>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>	A Star Attendance Solutions	£895	<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 (93.7%). 	<ul style="list-style-type: none"> The gap narrowed between PP children's attendance and all children (91.2%/93.3%- gap of only 2.1%) Gap was 7% last academic year. PP children's attendance was brought closer to national (91.2%/93.7% - gap of only 2.5%) PA reduced for PP children 17% (44% in April - 27% in July) Gap between PA for PP and non PP reduced throughout the year by 15%. Attendance overall remained in line with the Local Authority attendance figures for Primary Schools and broadly in line with the national average.
Some of our pupils are very	'A year-long trial in 106	Subsidise	£1000	<ul style="list-style-type: none"> Allow children who may 	<ul style="list-style-type: none"> Punctuality improved

<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.' 'Researchers said breakfast clubs... might be more effective in improving academic attainment, lateness, absence rates and behaviour.'</p>	<p>breakfast club</p>		<p>not otherwise be able to 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>for those disadvantaged children attending Breakfast Club.</p> <ul style="list-style-type: none"> • Approximately 27% of children who attended Breakfast Club last year were entitled to PP funding.
<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>£57,948</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 Link Intervention, Maths (Numicon Intervention), Nuffield Early language Intervention. • Children develop resilience through adopting strategies 	<ul style="list-style-type: none"> • 85% of PP children achieved the standard of the Year 1 Phonics Screening Check compared to 83% of 'Other' children nationally. (Well above national PP 67%) • 50% of PP Year 2 children achieved the expected standard in reading - in line with national average of 50%. • 57% of PP Year 2 children achieved

				<p>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.</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	<p>the expected standard in writing - well above the national average of 41%.</p> <ul style="list-style-type: none">• 64% of PP Year 2 children achieved the expected standard in Maths - well above national average of 52%.
--	--	--	--	---	---

				<p>targeted children.</p> <ul style="list-style-type: none"> Children engage fully in their learning, have increased emotional stability and confidence. 	
<p>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.</p>	<p>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.</p>	<p>Trips/ visits including extra-curricular swimming for Y2 children</p>	<p>£5000 (swimming £975)</p>	<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. These engaged and motivated the children. They also promoted creativity and awe and wonder. PP children in Year 1 made good progress in reading, Maths and Science across the year. 85% of PP children achieved the standard of the Year 1 Phonics Screening Check compared to 83% of 'Other' children nationally. (Well above national PP 67%) 50% of PP Year 2 children achieved

					<p>the expected standard in reading - in line with national average of 50%.</p> <ul style="list-style-type: none"> • 57% of PP Year 2 children achieved the expected standard in writing - well above the national average of 41%. • 64% of PP Year 2 children achieved the expected standard in Maths - well above national average of 52%.
<p>Some of our pupils are not given nutritious drinks at home that contain vitamins and minerals vital for good health and bone development.</p>	<p>Evidence suggests if children have a healthy diet and have the correct balance of nutrients and vitamins they are able to concentrate for longer periods and progress increases.</p>	<p>PP children are provided with a drink of milk every day.</p>	<p>£742.50</p>	<ul style="list-style-type: none"> • PP children are provided with a nutritious drink of milk daily. • At least 70% of disadvantaged children make good progress. 	<ul style="list-style-type: none"> • PP children in Year 1 made good progress in reading, Maths and Science across the year. • 85% of PP children achieved the standard of the Year 1 Phonics Screening Check compared to 83% of 'Other' children nationally. (Well above national PP

					<ul style="list-style-type: none"> 67%) 50% of PP Year 2 children achieved the expected standard in reading - in line with national average of 50%. 57% of PP Year 2 children achieved the expected standard in writing - well above the national average of 41%. <ul style="list-style-type: none"> 64% of PP Year 2 children achieved the expected standard in Maths - well above national average of 52%.
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	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 	<ul style="list-style-type: none"> PP children in Year 1 made good progress in reading, Maths and Science across the year. 85% of PP children achieved the standard of the Year 1 Phonics Screening Check

	<p>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>with safe and stimulating educational activities their children can access online.</p> <ul style="list-style-type: none"> • At least 70% of disadvantaged children make good progress. 	<p>compared to 83% of 'Other' children nationally. (Well above national PP 67%)</p> <ul style="list-style-type: none"> • 50% of PP Year 2 children achieved the expected standard in reading - in line with national average of 50%. • 57% of PP Year 2 children achieved the expected standard in writing - well above the national average of 41%. • 64% of PP Year 2 children achieved the expected standard in Maths - well above national average of 52%.
--	---	--	--	--	---