

# Pupil premium strategy statement 2022-23

## School overview

Metric	Data
School name	East Ayton Primary School
Pupils in school	190
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£28,920
Academic year or years covered by statement	2022-23
Publish date	July 2022
Review date	July 2023
Statement authorised by	Derek Johnson
Governor lead	Samantha Hay

## Disadvantaged pupil progress scores for last academic year

Measure (FFT (20) informed target)	Score
Reading	83%
Writing	89%
Maths	94%
90% of PP children maintained or improved attainment level between Dec '21 & Jun '22 in reading, writing and maths	

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	29%
Achieving high standard at KS2	17%
Measure	Activity
<b>Priority 1</b> Additional ATA support writing and maths, particularly in Year 6	Support to enable target group to achieve expected standard, particularly in Year 6
<b>Priority 2</b> Additional support for vulnerable children from school's mental health first aider	Support for vulnerable children as required

<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• Limited acquisition of written language skills including sentence construction, limited vocabulary, limited use of spelling and punctuation skills</li> <li>• Barriers to learning often as result of pandemic e.g. high levels of anxiety, stress, low self-confidence</li> </ul>
<p>Projected spending</p>	<p>£15,000</p>

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To work at FFT (20) informed targets in reading	July 2023
Progress in Writing	To work at FFT (20) informed targets in writing	July 2023
Progress in Mathematics	To work at FFT (20) informed targets in maths	July 2023
Phonics	All PP children to achieve age-related expectations in PSC	July 2023
Other	All children to access learning beyond the classroom – forest school, day & residential visits	July 2023

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Continue to expand number and variety of reading materials for library and guided reading
Priority 2	Facilitate the development of small maths group interventions to focus specifically on reasoning
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Limited opportunities for reading at home</li> <li>Insufficient computation, reasoning and problem-solving skills in maths</li> </ul>
Projected spending	£10,000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Developing the role of the mental health first aider in school to support children
Priority 2	Working with Outdoor Education advisor, David Gwillam, to develop outdoor learning
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Increasing numbers of children with social &amp; emotional problems post covid</li> </ul>

	<ul style="list-style-type: none"> <li>Limited access to outside learning opportunities</li> </ul>
Projected spending	£5000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have the necessary training to deliver support & interventions	Training days, staff meetings etc. Provision of cover for school day training
Targeted support	Ensuring timetable and lesson planning enables intervention & support to take place	Weekly timetables & lesson planning overseen by SLT
Wider strategies	Ensuring engagement of wider community when developing learning outdoors provision	Improving communication with local community reps, Parish Council etc, so they are aware of school projects

## Review: last year's aims and outcomes

Aim	Outcome
Additional ATA support for phonics to ensure progress made in phonic screening continues (to continue this year to embed progress)	Phonics assessments show over 81% of children working at expected level – 11% higher than 2021
Provision of intervention strategies to aid development of language and communication (to continue in the next academic year)	Progress affected by limited support from EMS (due to restructure of services).
ATA support to develop computation, reasoning and problem solving skills in maths.	Increases in all classes in the number of children working at FFT(20) informed target