



Pupil premium strategy statement

Summary information					
School	Prudhoe Castle First School				
Academic Year	2018-2019	Total PP budget	£10560	Date of most recent PP Review	Sept 2018
Total number of pupils	60	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Sept 2019

2017/18 Attainment

EYFS					
14 in cohort 2 PP 12 non-PP					
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP</i>		<i>2017 National Average</i>
% of Reception class achieving a GLD (July 2018)	100%		75%		73%
KS1					
14 in cohort 1 PP 13 non-PP					
Pupils reaching the expected standard in phonics Y1 (July 2018)	75%		94.1%		84%
Pupils reaching the expected standard in phonics re-take Y2 (July 2018)	N/A		N/A%		
	<i>EXP+</i>	<i>GD</i>	<i>EXP+</i>	<i>GD</i>	<i>National</i>
Pupils reaching the expected standard KS1 Reading (July 2018)	100%	0%	76.9%	30.8%	79%
Pupils reaching the expected standard KS1 Writing (July 2018)	100%	0%	76.9%	23.1%	35%
Pupils reaching the expected standard KS1 Maths (July 2018)	100%	0%	76.9%	38.5%	40%
KS2 (End of year 4)					
13 in cohort 1 PP 12 non-PP					
	<i>EXP+</i>	<i>GD</i>	<i>EXP+</i>	<i>GD</i>	<i>National</i>
Pupils reaching the expected standard KS2 Reading (July 2018)	100%	0%	75%	41.7%	No national data
Pupils reaching the expected standard KS2 Writing (July 2018)	100%	0%	66.7%	25%	No national data



Pupils reaching the expected standard KS2 Maths (July 2018)	100%	0%	83.3%	33.3%	No national data
Attendance % Reception to Year 4 17/18	95.9%		94.4%		96.3%
Current Attainment October 2018					
EYFS					
7 in cohort 0 PP 7 non PP					
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>		<i>2017 National</i>
% of Reception class on track to achieving a GLD	N/A		71.4%		73%
KS1					
Y1 17 in cohort 4 PP 13 non PP					
% of pupils on track to pass the expected standard in phonics Y1 (14)	100%		85.7%		83%
% of pupils on track to pass the expected standard in phonics re-take Y2 (1)	0%		N/A		
Y2 15 in cohort 3 PP 12 non PP	<i>EXP+</i>	<i>GD</i>	<i>EXP+</i>	<i>GD</i>	<i>National</i>
% of pupils on track to reach the expected standard KS1 Reading	66.7%	33.3%	83.3%	33.3%	75%
% of pupils on track to reach the expected standard KS1 Writing	66.7%	33.3%	83.3%	25%	70%
% of pupils on track to reach the expected standard KS1 Maths	66.7%	33.3%	83.3%	25%	76%
KS2 (End of year 4)					
9 in cohort 1 PP 8 non PP					
	<i>EXP+</i>	<i>GD</i>	<i>EXP+</i>	<i>GD</i>	<i>National</i>
% of pupils on track to reach expected standard Reading	0%	0%	75%	37.5%	
% of pupils on track to reach expected standard Writing	0%	0%	75%	25%	
% of pupils on track to reach expected standard Maths	0%	0%	75%	37.5%	



Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	An increasing number of pupil premium children who also have special educational needs	
B.	Some parents do not support home learning e.g. do not hear their child read regularly	
C.	An increasing number of children requiring additional speech and language	
D.	Low self-esteem and low aspirations of some pupil premium children	
Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	EYFS 71.4% of the cohort to achieve a GLD	<ul style="list-style-type: none"> 71.4% of Reception pupils will achieve a GLD
B.	Year 1 phonics screening 85.7% of the cohort to achieve a pass mark in the phonics screening 100% of PP pupils to achieve a pass mark in the phonics screening	<ul style="list-style-type: none"> 100% of the PP pupils will achieve a pass mark in the phonics screening
C.	KS1 82.4% of the cohort to achieve at least expected standard in Reading 75% of PP pupils to achieve at least expected standard in Reading 76.5% of the cohort to achieve at least expected standard in Writing 75% of PP pupils to achieve at least expected standard in Writing 82.4% of the cohort to achieve at least expected standard in Maths 75% of PP pupils to achieve at least expected standard in Maths	<ul style="list-style-type: none"> 75% of PP children will achieve at least expected standard in Reading, Writing and Maths by the end of the year
D.	KS2 66.7% of the cohort to achieve at least expected standard in Reading 100% of PP pupils to achieve individual target in Reading 66.7% of the cohort to achieve at least expected standard in Writing 100% of PP pupils to achieve individual target in Writing 66.7% of the cohort to achieve at least expected standard in Maths 100% of PP pupils to achieve individual target in Maths	<ul style="list-style-type: none"> 100% of PP pupils will achieve at least their individual target in Reading, Writing and Maths by the end of the year
E.	To ensure all of our high attaining pupils, including those in receipt of pupil premium funding achieve at or above the higher threshold /are working at greater depth. <u>End of KS1 (Year 2): % of PP children achieving at greater depth</u> Reading 50% Writing 50% Maths 25% <u>End of Year 4: % of PP children achieving at greater depth</u> Reading 0% Writing 0% Maths 0%	<ul style="list-style-type: none"> 25% of PP pupils will achieve GD in Maths and 50% of the PP pupils will achieve GD in Reading and Writing by the end of year 2



Caring Achievement Success Teamwork Learning Equality

F.	Ensure attendance of PP is in line or better than peers.	<ul style="list-style-type: none">• PP attendance is in line or above national averages



Planned expenditure				
Academic year	2018-2019			
Strengthen the quality of teaching and learning				
Desired outcome	Chosen action / approach	Monitoring	Staff lead	Review date and impact
Ensure the curriculum meets the needs of the pupils, resulting in consistent achievements in maths, English and science.	<ul style="list-style-type: none"> Curriculum enhanced through collaboration, new learning opportunities and approaches Pupils have many opportunities to develop broad interests and skills All leaders relentlessly monitor teaching, curriculum and standards Pupils have many opportunities to develop broad interests and skills Pupils are able to reflect on how and why questioning deepens their learning 	<ul style="list-style-type: none"> Lesson plans scrutinised Lesson observations Book scrutinies Learning walks 	TA	Half termly
Use of small group work to provide personalised learning for pupils to achieve GD	<ul style="list-style-type: none"> In house CPD to focus on skills to develop depth of learning Teachers to communicate well with TA's and deploy them appropriately ensuring they are aware of gaps in learning so focused interventions take place. 	<ul style="list-style-type: none"> Learning walks Observations 	TA	Half termly
Writing outcomes for PP boys to improve through varied and exciting curriculum	<ul style="list-style-type: none"> Review of curriculum with a view to additional enrichment periods that provide the opportunity for pupils to spend time developing skills Specific focus in lessons for quality writing Specific additional one to one support for PP 	<ul style="list-style-type: none"> Lesson plans scrutinised Assessment outcomes moderated 	TA	Half termly
All teachers provide high quality accurate assessment, marking and feedback which strongly impacts on the attainment and progress of pupils.	<ul style="list-style-type: none"> Review marking and feedback Review assessment systems Consistent use of feedback 	<ul style="list-style-type: none"> Assessment tracking Pupil progress meetings Book QA 	TA	Half termly
Total budgeted cost				£1500



Social and emotional aspects of learning				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Resilient and confident children	<ul style="list-style-type: none"> Pupils to attend a residential trip at an outdoor activity centre 	<ul style="list-style-type: none"> Observations Pupil voice 	TA	
Resilient and confident children	<ul style="list-style-type: none"> Nurturing group focused on encourage pupils to learn self-respect and take pride in behaving well and achieving 	<ul style="list-style-type: none"> Observations Pupils voice Work in books 	TA	After the 6 week block
Total budgeted cost				£800
Small group work				
Desired outcome	Chosen action/approach What is the evidence and rationale for this choice?	Monitoring	Staff lead	Review date and impact
Children have opportunities for collaborative working	<ul style="list-style-type: none"> Small group work for maths Small group work for reading Small phonics groups Early talk boost and talk boost for nursery and reception Small group work for writing EEF show that this leads to on average +5 months progress 	<ul style="list-style-type: none"> Monitor intervention tracking of progress each half term against end of year target to ensure pupils are on track 	TA	Half termly
Total budgeted cost				£7000
Engaging parents				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Parents feel more equipped to support their children at home	<ul style="list-style-type: none"> Phonics workshops Early numeracy skills workshops Reading workshops Maths workshops Writing workshops EEF show that this leads to on average +5 months progress 	<ul style="list-style-type: none"> Homework completion Parent questionnaires 	TA, all teaching staff	Half termly
Total budgeted cost				£500



Attendance				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Attendance of PP children to be in line with or above national average.	<ul style="list-style-type: none"> Governor, HT & class teacher monitor attendance and tackle where necessary If a class achieves 100% attendance they receive a Friday afternoon treat of their choosing – juice and biscuits, extra playtime etc Rewarding pupils for 100% attendance for the year 	<ul style="list-style-type: none"> Attendance tracked weekly, half termly, termly Action plan monitored each term System of letters sent to parents to inform them of attendance concerns at key points Minutes from strategic committee meetings 	TA, strategic committee govs	Reviewed termly by strategic committee governors
Total budgeted cost				£500
Engagement and raising aspirations				
Desired outcome	Chosen action/approach	Monitoring	Staff lead	Review date and impact
Improved behaviour resulting in increased engagement and improved attainment and achievement	<ul style="list-style-type: none"> Tracking pupils behaviour and rewarding good behaviour - pupils who have stayed in green for a half term 	<ul style="list-style-type: none"> Reward tracking system 	Class teachers, TA	Termly
				£200



Impact of PP spending 17/18

In 2017/18 100% (2/2) of our Early Years pupils in receipt of pupil premium achieved a good level of development compared to 70.7% all pupils nationally 2017.

In 2017/18 3/4 pupils in receipt of pupil premium funding achieved the expected standard in the Phonics Screening Check. The 1 pupil who did not achieve the expected standard is also on the SEND register.

In 2017/18 we had 9 Pupil Premium pupils, 2 of which were also on the SEND register. Assessment shows that pupils made accelerated progress towards achieving their individual targets. The data is affected by the small number of Pupil Premium pupils therefore we cannot report on individual year groups, but in-school there is a detailed evaluation.

	Reading	Writing	Maths
Pupil Premium Pupils at or above Age Related Expectations (ARE) at the end of 2017/18	77.8% (7/9)	77.8% (7/9)	77.8% (7/9)
Pupil Premium Pupils at or above their own individual targets at the end of 2017/18	88.9% (8/9)	77.8% (7/9)	88.9% (8/9)
All pupils National at or above Age Related Expectations (ARE) (KS1) at the end of 2016/17	76%	68%	75%
All pupils in LA at or above Age Related Expectations (ARE) (KS1) at the end of 2016/17	80.5%	73.6%	78.7%