

Prudhoe Castle First School

Pupil premium strategy statement

Summary information					
School	Prudhoe Castle First School				
Academic Year	2019-2020	Total PP budget	£10560	Date of most recent PP Review	Sept 2019
Total number of pupils	63	Number of pupils eligible for PP	12	Date for next internal review of this strategy	Sept 2020

Current Attainment				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national other average)</i>	
Attainment EYFS GLD (July 2019)	84.6%		90%	
Pupils reaching the expected standard in phonics Y1 (July 2019)	57.1%		92%	
Pupils reaching the expected standard in phonics re-take Y2 (July 2019)	0%		100%	
	<i>EXP+</i>	<i>GD</i>	<i>EXP+</i>	<i>GD</i>
Attainment KS1 Reading (July 2019)	71.4%	28.6%	91%	41%
Attainment KS1 Writing (July 2019)	71.4%	28.6%	82%%	33%
Attainment KS1 Maths (July 2019)	71.4%	28.6%	91%	25%
	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>	
% children making expected progress or better in Reading by end of Y4 (July 2019)	2/3 - 66.7%		10/12 - 83.3%	
% children making expected progress or better in Writing by end of Y4 (July 2019)	2/3 - 66.7%		10/12 - 83.3%	
% children making expected progress or better in Maths by end of Y4 (July 2019)	2/3 - 66.7%		10/12 - 83.3%	

Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Handwriting and Presentation across all subjects	
B.	Improving confidence and resilience in learners	
C.	An increasing number of children requiring additional speech and language	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rate possible	
Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Children make expected or better than expected progress in reading, writing and maths based on prior attainment	<ul style="list-style-type: none"> 100% PP children will achieve at least the expected standard at the end of Year 1 (July 2020) 100% PP children in Y3 make better than expected progress in writing in line with prior attainment (July 2020)
B.	PP able to work independently and take part in discussions which include debate with alternative opinions.	<ul style="list-style-type: none"> PP children have access to additional opportunities that develop resilience in tackling problems. This can be measured by number of questions tackled or length of work compared with non PP.
C.	Individualised planning support sPP children to make at least expected progress and achieve targets on their learning plans.	<ul style="list-style-type: none"> 100% PP children make at least expected progress across the course of the year.
D.	Ensure attendance of PP group is in line or better than peers	<ul style="list-style-type: none"> PP attendance is in line or above national average

Planned expenditure				
Academic year	2019-2020			
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 	KN	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 	KN	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 	PP	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 	KN	Termly
Resilient and confident children	<ul style="list-style-type: none"> Nurture 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 	KN	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 	KN	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 	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 lgb meetings 	KN /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	Termly
				£200

Impact of PP spending 2018-2019

	Reading	Writing	Maths
KS1 Pupil Premium Pupils at or above Age Related Expectations (ARE) at the end of 2018/19	66.7% (2/3)	66.7% (2/3)	66.7% (2/3)
Pupil Premium Pupils at or above their own individual targets at the end of 2018/19	66.7% (2/3)	66.7% (2/3)	66.7% (2/3)
All pupils at or above Age Related Expectations (ARE) (KS1) at the end of 2018/19	80%	80%	87%
All pupils National at or above Age Related Expectations (ARE) (KS1) at the end of 2018/19	75%	69%	76%