

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Prudhoe Castle First School
Number of pupils in school	51 (Reception – Y4)
Proportion (%) of pupil premium eligible pupils	21.6% (Reception – Y4)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 – July 25
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023 September 2023 July 2024 September 2025
Statement authorised by	Katie Jacobs, Head Teacher
Pupil premium lead	Katie Jacobs, Head Teacher
Governor / Trustee lead	Kevin Halliford, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,235
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£17,235

Part A: Pupil premium strategy plan

Statement of intent

At Prudhoe Castle First School, we have high expectations for ALL of our pupils. Pupil Premium (PP) funding is considered based on the context of our school, and the subsequent challenges we face, alongside research conducted by the Education Endowment Foundation (EEF).

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our Pupil Premium Priorities

- We need to narrow the gap for those pupils in receipt of PP in our Early Years setting and embed a robust and consistent Early Reading Programme in our lower year groups, with fidelity.
- Allow all disadvantaged pupils to make or exceed nationally expected progress rates by narrowing the gap for those pupils not on track to achieve the expected standard at the end of Key Stage One and Lower Key Stage Two.
- Ensure extra support to facilitate emotional and social development in addition to academic support.
- Continue to improve the attendance and punctuality of those children eligible for PP.
- Provide ALL pupils with a high quality ‘cultural capital’ offer. This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal assessments show that most pupils are entering EYFS with Language and Communication skills well below their developmental age and stage
2	Assessments indicate reading fluency is variable across KS1 and KS2
3	Assessments and observations indicate pupils are demonstrating poor fluency of basic maths skills in KS1 and KS2.
4	Informal assessments indicate that many pupils are lacking in retention of basic facts in a number of foundation subjects in KS1 and KS2.
5	Our observations indicate that a large proportion of pupils, particularly disadvantaged pupils have had limited enrichment opportunities which in turn affects attainment.

6	Our observations and discussions indicate parental engagement in school and learning has decreased since pre- Covid times, resulting in a lack of readiness for school for some disadvantaged pupils
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
EYFS: Pupils will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages	Rigorous assessment process will identify any needs for intervention. 1:1 or small group interventions will focus on addressing gaps in learning. Pupils will make rapid progress in acquiring basic skills and will be able to apply these in daily learning and in reading with fluency.
Pupils will have a greater number sense and fluency.	CPD develops teacher knowledge of number sense. Consistency in teaching is observed. Pupils' speed and accuracy in facts improve. Evident increase in knowledge of key skills in maths shown through low stakes in class assessments, key skill starters, formal regular assessments and statutory assessments.
An improved knowledge of cognitive science will enable teachers to support the learning and retention of information in the classroom.	Observations will show pupils' cognitive load will be managed and strategies are in use to strengthen memory of key concepts in all subjects. Retention of basic facts will be assessed and an improvement will be seen.
<p>Pupils will be provided with experiences outside of their normal range which will promote understanding of the wider world, build aspirations, promote confidence and self- esteem.</p> <p>Extra curricular: Pupil Premium learners are fully engaged and participating in the school's rich extra-curricular offer.</p>	<p>A breadth of engaging experiences that are not provided in the home environment are provided to enhance pupils' cultural capital. Pupils take part in experiences and visits, both virtually and in school, which build on skills and knowledge from curriculum subjects taught in class. Pupil voice shows a greater understanding of the world around them</p> <p>Monitoring of extra curricular activity attendance to show that at least 20% of attendees are PP. 4 Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners. PP leads to monitor and ensure financial reasons are not used for non attendance.</p>
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. Parent /carers surveys show engagement and satisfaction with school and school life.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.	1
CPD for EYFS to support development of provision and training. Model increased communication and dialogue in continuous provision and small group work.	<p>EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p>EEF guidance report and online training Making the best use of teaching assistants</p> <p>EEF Early Language Development reinforces the approach especially in terms of adult interactions- hence the need for additional staff to model this.</p>	1
<p>CPD based on Responsive Teaching to all teachers.</p> <p>Staff to attend CPD on WalkThrus (this includes Rosenshine’s principles)</p> <p>HT/SLT to promote and monitor planning and delivery of a whole school approach to support.</p>	<p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>Metacognition EEF review suggests investing in initiatives that improve pedagogy is a sensible use of funding.</p> <p>EEF toolkit identifies: Metacognition and self regulation strategies (+ 7 months)</p>	3, 4
Purchase of diagnostic assessment materials to identify baselines and progress made. (e.g. SALFORD assessments)	Standardised tests can provide reliable insights into the strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions/ teacher instruction. Standardised tests, Assessing and Monitoring Pupil progress, EEF	1, 2, 3

Staff training on assessments to support diagnosis of assessments to inform practice.		
Mastering Number - National Central Training Lead Teacher identified in R and KS1 KS1 teacher will support implementation. Lesson plans and resources used for daily lessons supplemented by internal curriculum drawing on expertise of EYFS maths. Y1 and KS2 staff participate in the Sustaining Numeracy Programme.	This is a DfE funded programme that aims to secure firm foundations in the development of good number sense for all children from Reception through to Y2. The aim over time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. Debbie Morgan, the NCETM's Director for Primary, explains the rationale for the programme and how the abacus-like rekenrek can be used to help children develop confidence and fluency with number	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of NELI (Nuffield Early Language Intervention) and Early Talk Boost Early identification of barriers and need in Nursery- identify those pupils who are 'potentially' PPG eligible pupils.	EEF toolkit indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months) NELI has been identified by the EEF as a promising project.	1
KS1 Additional phonics interventions within a small group, with a particular focus on reading with fluency and pupils who have gaps in their learning from not completing their time in EYFS. In class TA support KS1	Small group tuition teaching strategy from the EEF teacher toolkit indicates moderate impact (+4 months) EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. Phonics EEF Phonic approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	2

<p>Out of class intervention in small group</p> <p>Phonics</p> <p>Colourful semantics in all year groups</p> <p>Spelling</p> <p>Maths basic skills</p> <p>Reading 1:1</p> <p>Numicon</p> <p>Mastering Number</p>	<p>Interventions follow a format similar to school teaching. EEF indicates high impact. EEF indicates moderate impact for phonics teaching (+4 months)</p>	<p>2, 3, 4</p>
<p>Online resources:</p> <p>Times Table Rockstars</p> <p>Collins e-books</p> <p>Nessy</p> <p>Additional phonic reading books</p>	<p>EEF indicates moderate impact for digital technology (+4 months)</p>	<p>2, 3, 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support for residential, educational visits and enrichment activities.</p>	<p>EEF indicates moderate impact for social and emotional interventions (+4 months) As a school, we have observed how access to enrichment activities can support the self esteem and social skills of pupils.</p>	<p>5, 6</p>
<p>Parent workshops:” Stay and Play”, Sharing assemblies. Family Learning for EYFS Parents invited to contribute to school offer eg careers</p>	<p>Research into parent engagement has found that increased parental engagement alone can account for up to 4 months of increased progress through increased support at home (EEF research into Parental Engagement)</p> <p>Previous experiences of using Family Learning show that parents have been receptive and have engaged in family learning.</p>	<p>5, 6</p>

Total budgeted cost: £17,235

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Our strategy last year meant that all pupils made progress against their starting point. Some pupils identified as disadvantaged benefited from targeted interventions and this impacted significantly on their self confidence and subsequently their independence when working in class. All pupils who accessed additional funding had clear and separate interventions that focussed on helping them narrow the difference between them and their peers. Many of our disadvantaged children are already working at Expected levels and we set ambitious targets to help them to move into the Greater Depth category in the future. Over the last year we have provided additional support to both parents and children such as ensuring pupils could attend our Wrap Around Care both in the morning and after school which was seen to be beneficial.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Collins ebooks	Collins
NELI	Elklan
Times Tables Rockstars	Maths Circle
Atom Prime	Atom Prime

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified where support was needed for pupil wellbeing and mental health which we addressed with targeted support and resources.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil voice demonstrated that pupils were feeling safe, happy and secure in school.