



Prudhoe Castle First School Pupil premium Strategy Statement 2020-2021

School overview

Metric	Data
School name	Prudhoe Castle First School
Pupils in school	77
Proportion of disadvantaged pupils	11.7%
Pupil premium allocation this academic year	£14,795 (estimated - the final figure will be given to us after the January 2021 census)
Academic year or years covered by statement	2020-21
Publish date	11 November 2020
Review date	01 November 2021
Statement authorised by	Katie Newton
Pupil premium lead	Katie Newton
Governor lead	Judith Meek

Disadvantaged pupil performance overview for last academic year

Measure	Score
EYFS GLD	All - 83.3% Disadvantaged - NA
Y1 Expected Standard Phonics	All - 88.9% Disadvantaged – 100%
Meeting expected standard at KS1	All Reading 71.4% Writing 71.4% Maths 64.3% Disadvantaged Reading 66.7% Writing 66.7% Maths 66.7%
Achieving Greater Depth at KS1	All Reading 35.7% Writing 28.6% Maths 35.7% Disadvantaged

	Reading 66.7% Writing 33.3% Maths 66.7%
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Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	<p>Pupils eligible for PP make more progress by the end of Reception than 'other' pupils so that the GLD gap closes further.</p> <p>Ensure that staff deliver effective interventions and whole class teaching strategies reflect Quality First teaching.</p> <p>Teaching supported by Early Years TAs.</p> <p>EYFS Leader bespoke interventions in Nursery & Reception.</p>
Priority 2	<p>Maximise the teaching of basic English and Maths skills and intervention throughout all year groups including the use of Remote Learning in cases of isolation. This will address gaps in learning due to Covid 19 lockdown.</p>
Barriers to learning these priorities address	<p>Attainment on entry into Nursery is lower for pupils eligible for PP than for other pupils due to poor oral language skills, which results in the Good Level of Development being lower for PP than for other pupils at the end of Reception. This prevents sustained high attainment, resulting in lower numbers of pupils achieving greater depth at the end of KS1.</p>
Projected spending	£5000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress in KS1 Reading.	Sept 21
Progress in Writing	Achieve national average or above progress in KS1 Writing	Sept 21
Progress in Mathematics	Achieve national average or above progress in KS1 Mathematics	Sept 21
Phonics	Achieve National Average (NA) or above expected standard in PSC Focus on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.	Sept 21

Other	Improve attendance of disadvantaged pupils to LA average.	Sept 21
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Targeted Academic Support for current academic year

Measure	Activity
Priority 1	First Quality teaching and basic skills intervention for PP pupils falling behind age-related expectations. Increased learning support from Teaching Assistants to allow skilled teaching staff to deliver effective teaching with an aim of rapid progress. Use of class teachers to deliver interventions in class as well as teaching assistants.
Priority 2	To support pupils in a full return to school during Covid 19. To engage with families facing challenge and support Remote Learning in isolation situations to ensure that pupils do not fall behind. SENDCo to work alongside class teachers to effectively support pupils and with mental health issues and emotional wellbeing so that they can learn effectively
Barriers to learning these priorities address	The above priorities will identify gaps in learning and quickly address needs through the use of baseline assessment. SLT and all staff to support the full return to school of all pupils. SLT to work closely with teaching staff to ensure a robust system for Remote Learning is embedded (led by Computing Subject Leader).
Projected spending	£4000

Wider strategies for current academic year

Measure	Activity
Priority 1	To develop and implement a Recovery curriculum aimed at all pupils across school in response to the global pandemic (Covid 19). A bespoke and rich curriculum will run alongside a robustly planned Remote Learning offer and contingency plan (led by HT supported by Class Teachers).
Priority 2	To aim for a full return to school for all pupils taking in to account low attendance rates due to Covid 19.
Priority 3	To support the mental health and wellbeing of our staff, pupils and parents in light of Covid-19 and to promote a healthy, active lifestyle through specialist sports interventions/mentoring (delivered by Specialist Practitioner).

Barriers to learning these priorities address	The Covid 19 pandemic puts increasing strain on teaching and learning due to self-isolation and remote learning. The pandemic raises many issues about attendance and pupils are at risk from long-term absence due to illness and family circumstances. Mental health and emotional wellbeing of pupils can affect their ability to learn effectively and achieve their end of year expectations. Healthy lifestyles are an integral part of promoting positive wellbeing and mental health.
Projected spending	£5000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>To ensure that a recovery curriculum is embedded and teaching staff receive CPD to ensure that they are confident in embedding curriculum headlines within all subjects delivered.</p> <p>Ensure that metacognition and self-regulation approaches support pupils to think about their own learning more explicitly.</p>	<p>To create and implement a baseline assessment for all pupils in order to deliver a bespoke 'catch up' programme which is complemented by a broad and balanced curriculum.</p> <p>Additional cover provided to release Subject Leaders to attend CPD and feedback to staff.</p> <p>Invest in a 'mastery learning' approach based on evidence of effective impact for low cost.</p> <p>Mastery learning appears to be a promising strategy for narrowing the attainment gap.</p> <p>Low-attaining pupils may gain months of additional progress than high attaining pupils.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months 5 additional progress. This can be evaluated termly.</p>
Targeted support	<p>Using 'live' feedback, verbal or written, to aid pupil learning and progress.</p> <p>Implement early oral language interventions to aid progress and attainment at the end of Reception (GLD) and explicitly</p>	<p>Feedback tends to show very high effects on learning. 'Live' feedback, such as Bloom's 'mastery learning', tends to have a positive impact. This can be measured through evidence in pupil books and teacher</p>

	extend pupils' spoken vocabulary.	assessments. Ensure careful implementation of oral interventions delivered by trained staff to effectively support both oral language skills and reading outcomes.
Wider strategies	<p>Whole school strategy for the Social and Emotional Learning (SEL) needs of pupils.</p> <p>Implement a wider pastoral focus to effectively liaise with all staff to identify needs and plan interventions accordingly.</p> <p>The effective deployment of a PE Teacher/Coaches. Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment.</p> <p>The deployment of additional Teaching Assistants (TA) to support teachers in the classroom.</p>	<p>SEL interventions will have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>They also have an average overall impact of four months' additional progress on attainment.</p> <p>HT to ensure effective impact.</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits.</p> <p>Impact measured by regular assessment, monitored by the PE Leader.</p> <p>Impact will be measured by the monitoring of interventions and additional support delivered by Class Teachers.</p> <p>Additional TA support in the classroom will enable teaching staff to deliver bespoke and live interventions to aid progress and attainment.</p>

Review: last year's aims and outcomes

Aim	Outcome
Improved attainment for GLD at the end of Reception for pupils eligible for PP.	No LA data input for 19-20 due to Covid 19. In school data was 83% GLD. This will remain the target for 20-21.
Improved attainment at greater depth at the end of Key Stage 1 for pupils eligible for PP.	No KS1 SATs due to Covid 19 pandemic. Teacher Assessment (TA) 2019-2020: PP Reading Greater Depth (GD) 66.7% PP Writing GD 33.3% PP Mathematics GD 66.7% Improving attainment for PP pupils remains a strategic priority for the current academic year - implementing a recovery curriculum across school in response to the global pandemic (Covid 19).
Improved rates of progress across school for pupils eligible for PP.	Improving rates of progress for PP pupils remains a strategic priority for the current academic year.
Increased attendance rates for pupils eligible for PP.	Attendance rates were closely monitored and were above NA prior to lockdown in March. Whole school attendance was 97.1%. Data will be closely monitored alongside LA and DfE guidelines for this academic year.