

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	56 (Reception – Y4)
Proportion (%) of pupil premium eligible pupils	19.6% (Reception – Y4)
Academic year/years that our current pupil premium strategy plan covers	September 2021 – July 2022
Date this statement was published	December 2021
Date on which it will be reviewed	February 2022 and July 2022
Statement authorised by	Katie Jacobs, Headteacher
Pupil premium lead	Katie Jacobs, Headteacher
Governor / Trustee lead	Judith Meek, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,450
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,450

# 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. This strategy will be implemented ‘post pandemic’ but Covid 19, and subsequent recovery, must be considered throughout.

### 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. These gaps have widened following Covid 19 school closures.
- 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. Early Years Interventions / Early Reading Development	<p>We need to narrow the gap for those pupils in receipt of PP in our Early Years and lower year groups by embedding a robust and consistent Early Reading Programme, with fidelity.</p> <p>Basic skills for pupils entering Nursery or Reception are generally lower for PP pupils, especially in communication and language. This has been further impacted by school closures during the lockdown periods.</p> <p>Phonics and Early Reading Development – a streamlined approach is needed to deliver a consistent Early Reading programme and there is a need for quality CPD for staff delivering the programme.</p>

2. Catch-up Growth	We need to ensure that all disadvantaged pupils 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 Key Stage Two. This has been further impacted by school closures during the lockdown periods.
3. Personal Development / SEMH	We need to provide extra support to facilitate emotional and social development in addition to academic support.  Pupils can have low levels of resilience and self-belief due to poor social and emotional skills. This has become an increasingly concerning issue during the Covid 19 pandemic.
4. Attendance	We will continue to improve the attendance and punctuality of those children eligible for PP. On average, pupils with PP have lower attendance than other pupils. This can lead to persistent absence.
5. Cultural Capital	We will strive to provide ALL pupils with a high quality 'cultural capital' offer.  Some pupils in receipt of PP have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may have limited access to books, libraries and technology (laptops, computers, WiFi etc.).

## 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
1. Early Years Interventions / Early Reading Development: Communication, speech and language development interventions. Disadvantaged pupils make or exceed nationally expected progress rates. Higher percentage of pupils achieve expected standard in the PSC.	Continue Speech and Language intervention programmes in the Early Years (Talk Boost).  Development of consistent approach to phonics across the school from September 2021 implementing phonics and Early Reading programme.  The % of disadvantaged pupils achieving GLD in Literacy and Maths is at least in line with all other areas.  By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing in Reading, Writing and Maths.  PP children will have attainment in line with non-PP children in the Phonics Screening Check.  A significant proportion of pupils achieve the expected standard Reading, Writing, Maths, SPAG and RWM combined at the end of LKS2.
2. Catch-up Growth: Quality First Teaching Intervention Teaching	Quality First Teaching in smaller classes will ensure a 'keep up not catch up' approach.  To maintain robust tracking systems and ensure appropriate support and enhanced provision for those children most likely to leave our setting without the required basic skills.  Intervention teaching to accelerate progress in basic skills, reading development and to revisit and revise the curriculum.
3. Personal Development / SEMH : Emotional Regulation Programme Morning Well-being Clubs Lunchtime Clubs	Build levels of resilience and self-belief by implementing the Zones of Regulation programme. This programme will provide children with greater levels of emotional resilience and allow them to be better equipped to deal with a variety of situations

<p>Extra-Curricular Clubs Performing Arts (Music Tuition)</p>	<p>Morning Well-being Clubs will run so that pupils can demonstrate improved social and physical fitness skills. Morning Well-being Clubs build good habits as well as improving attendance, reduce lateness and improve behaviours for learning for PP children.</p> <p>Lunchtime Clubs will have a focus of health and wellbeing. These will be delivered by staff and Specialist Practitioners to pinpoint pupils who are reluctant to engage in physical activities.</p> <p>Lunchtime Clubs will also incorporate the arts and build on talents and interests.</p> <p>PP pupils will attend a wide range of extra-curricular / after school provision.</p> <p>Specialist music tuition will ensure that ALL pupils engage in quality music lessons and participate in playing an instrument.</p>
<p>4. Attendance:  To review and improve attendance systems and strategies to ensure they are rigorous, fit for purpose and respond to the current and changing needs of the school and community, whilst encouraging full attendance and increase time in school</p>	<p>Attendance and persistent absence for PP pupils is at least in line with national other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p>
<p>5. Cultural Capital Educational visits and experiences will enhance learning and understanding for PP pupils across the school.</p>	<p>Extra-Curricular Clubs will build on pupils' talents and interests to refine personal development. PP pupils accessing outdoor learning opportunities will demonstrate improved self-confidence and resilience which will be seen in the classroom environment. Cultural experiences will be woven throughout the curriculum and opportunities for pupils to experience diversity and equality will be evident in our cultural capital.</p>

## 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: **£2500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years / Key Stage 1 Intervention:</p> <p>CPD: Oral Language Interventions, phonics programme package Additional TA support</p>	<p>Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months)</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches will support PP pupils to catch up with their peers, particularly when this is provided one-to-one.</p> <p>Evidence from Education Endowment Foundation Toolkit: Phonics ( +5 months) Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p>	<p>1 2 3</p>

<p>Catch-up Growth: Quality First Teaching CPD: Metacognition Working Memory / Cognitive Load</p>	<p>Evidence from Education Endowment Foundation Toolkit: Reducing Class Size</p> <p>International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p>	<p>1 2 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£8000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early Years / Key Stage 1 Intervention: Oral Language Interventions (Talk Boost) Phonics programme package</p>	<p>Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months)</p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development. The targeted use of approaches will support PP pupils to catch up with their peers, particularly when this is provided one-to-one.</p> <p>Evidence from Education Endowment Foundation Toolkit: Phonics (+5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Evidence from Education Endowment Foundation Toolkit: Teaching Assistant Interventions (+4 months)</p>	<p>1 2</p>

	<p>Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils</p>	
<p>Catch-up Growth: Quality First Teaching Intervention Teaching / Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Evidence from Education Endowment Foundation Toolkit: Intervention / One to one tuition (+5 months)</p> <p>In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months).</p> <p>The studies in mathematics show a slightly smaller positive impact (+ 3 months). Low attaining pupils particularly benefit from small group tuition.</p>	<p>1</p> <p>2</p> <p>3</p>
<p>Purchase of Phonics programme package</p>	<p>Evidence from Education Endowment Foundation Toolkit: Phonics (+5 months)</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1</p> <p>2</p> <p>3</p>

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

Budgeted cost: **£4950**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development / SEMH : Emotional Regulation Programme Morning Well-being Clubs Lunchtime Clubs Extra-Curricular Clubs Performing Arts</p>	<p>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on metacognition and self-regulation (+7 months)</p>	<p>3</p> <p>4</p> <p>5</p>

	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months)</p> <p>Explicit teaching of metacognitive and self regulatory strategies encourage pupils to practise and use these skills more.</p> <p>Emotional regulation interventions are shown to improve social and emotional skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Evidence from Education Endowment Foundation Toolkit: Extending the school day (+3 months)</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on arts participation (+3 months) There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds</p>	
<p>Attendance: Morning Well-being Clubs Extra-Curricular Clubs</p>	<p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p> <p>Attendance and persistent absence for PP pupils is at least in line with national other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school. Attendance incentives and rewards including 100% attendance.</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p> <p>Evidence from Education Endowment Foundation Toolkit: Extending the school day = +3 months</p>	<p>1 2 3 4 5</p>



	Before and after school programmes with a clear structure, a strong link to the curriculum and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	
Cultural Capital Educational visits and experiences will enhance learning and understanding for PP pupils across the school.	<p>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on arts participation (+3 months)</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.</p> <p>Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	3 4 5

**Total budgeted cost: £15,450**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

YEAR 2			
	Reading	Writing	Maths
<b>Dis</b>	N/A%	N/A%	N/A%
<b>Non-dis</b>	80%	80%	100%
EYFS			
	GLD		
<b>Dis</b>	100%		
<b>Non-dis</b>	69%		

### Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.