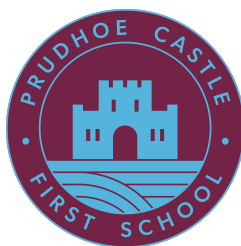


Prudhoe Castle Pupil Premium Strategy



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.

2023-2024

2024-2025

2025-2026

School overview	
Detail	Data
School name	Prudhoe Castle First School
Number of pupils in school	77 (Including 21 nursery + 8 Little Castle) 83 (including 11 nursery + 12 little castle) 77 (including 12 nursery + 8 little castle)
Proportion (%) of pupil premium eligible pupils	30% (Reception – Y4) 35% (21 chn) PP 13% (3 chn) EYPP 25% (19 chn) PP 25% (5chn) EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 – July 26
Date this statement was published	November 2023 December 2024 September 2025

Date on which it will be reviewed	April 2024 July 2024 December 2024 April 2025 July 2025 September 2025 December 2025 April 2026 September 2026
Statement authorised by	Stephanie Gibbon, Head Teacher Jill Dodds, Headteacher Jill Dodds, Headteacher
Pupil premium lead	Jill Dodds, Deputy Head Teacher Jill Dodds, Headteacher Jill Dodds, Headteacher
Governor / Trustee lead	Kevin Halliford & Jo Gardener, Lead for disadvantaged pupils Kevin Halliford & Jo Gardener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,810 £19, 540 £26, 455
Recovery premium funding allocation this academic year	£2000 £0 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0 £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	£27,810 £19, 540 £26, 455

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, lower levels of social and emotional development, lower levels of physical development 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.
- We need to improve levels of speech, language and communication for our PP children by implementing a range of strategies and interventions
- 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 EYFS, Y1 Phonics, 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 Language and communication	Baseline assessments show that most pupils enter EYFS with Language and Communication skills well below their developmental age and stage, this includes listening and attention and concentration and focus. This continues into KS1 and 2 where children demonstrate a less developed vocabulary range and are unable to use vocabulary effectively in conversation.
2 Phonics and Reading	Outcome data indicates that pupils' reading and phonics knowledge is below ARE at the end of EYFS, Y1 Phonics and KS1 data. In school assessment data demonstrates that this pattern continues into KS2
3 Fluency in Number	Assessment information and observations indicate that pupils' fluency and basic number skills do not meet end of year expectations which is impacting on wider maths ability and outcomes.
4 Curriculum Knowledge	In school assessments and monitoring activities indicate that many pupils are lacking in the retention of key curriculum knowledge which impacts their ability to fully access the foundation curriculum and make links between curriculum areas. This includes vocabulary knowledge and the ability to question and explore ideas.
5 Equal access Character Education and Experience Rich Curriculum	Our monitoring activities indicate that a large proportion of pupils, particularly disadvantaged pupils, have limited life experience or access to extracurricular activities that enrich their learning and support character development. This limits their knowledge and understanding and some pupils lack perseverance skills, are less resilient and have a closed mindset to challenges.
6 Aspirations and Parental Engagement	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

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
<p>1. Language and communication</p> <p>EYFS: Pupils will increase their vocabulary and understanding of spoken English, applying new vocabulary across all areas of their learning.</p> <p>All pupils will develop their vocabulary knowledge which will be evident in spoken conversation and written work</p> <p>Pupils will meet ARE in speaking and listening and writing</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils in. • EYFS pupils will meet their ELG by the end of Reception in Communication and Language • Pupils will meet ARE in Speaking and Listening and Writing.
<p>2. Phonics and Reading</p> <p>Phonic knowledge will be secure and will lead to increased fluency in reading across all key stages.</p> <p>Pupils will develop effective and age appropriate comprehension skills to be able to access and understand a wide range of texts.</p> <ul style="list-style-type: none"> • Pupils will reach ELG in word reading by the end of EYFS • Pupils will pass the phonics test by the end of Y1 • Pupils will meet ARE at the end of the key stage 	<ul style="list-style-type: none"> • Effective delivery of Little Wandle Scheme • Careful tracking of phonic knowledge and timely intervention implemented • Accurate assessment of reading levels and focused teaching of VIPERS • Reading culture in school – including additional reading for reluctant readers • Effective and timely 1:1 and group intervention through ‘keep up and rapid catch up’ • Pupils reading a wide range of texts appropriately matched to their reading ability
<p>3. Fluency in Number</p> <p>Pupils will demonstrate age appropriate fluency in number which support understanding of mathematical concepts and reasoning and problem solving.</p> <ul style="list-style-type: none"> • Pupils reaching ELG at the end of EYFS • Pupils meeting ARE in the national curriculum 	<ul style="list-style-type: none"> • Accurate and timely assessment identifying the gaps in learning • Range of intervention – 1:1, pre and post teaching, small group to support progress • Mastery maths approach evident across the school • Regular and often staff CPD • Range of concrete resources used to support mathematical understanding

<ul style="list-style-type: none"> • Pupils scoring 20+ marks in the x table test at the end of Y4 	<ul style="list-style-type: none"> • Engagement in Numbots, x tables Rock Stars
<p>4. Foundation Curriculum Knowledge</p> <p>Pupils will demonstrate age appropriate curriculum knowledge and use the appropriate vocabulary both in their verbal explanations and written explanations.</p> <ul style="list-style-type: none"> • Pupils meeting ARE in foundation subjects • Pupils using learned vocabulary when questioned about subject knowledge 	<ul style="list-style-type: none"> • Pupil progress meetings identify pupils are meeting ARE • Pupil Book study demonstrated that pupils know more, learn more • Pupil book study demonstrates that pupils are using learned vocabulary effectively • Pupil book study shows that pupils are making links between curriculum areas.
<p>5. Equal access Character Education and Experience Rich Curriculum</p> <p>All pupil premium pupils take part in a range of extra curricular activities to broaden their experience, build aspirations and promote self confidence and self esteem</p> <ul style="list-style-type: none"> • Tracking data shows full engagement from PP pupils • Pupil voice and monitoring activities demonstrates improved attitudes and evidence of perseverance and resilience 	<ul style="list-style-type: none"> • Extra curricular club registers • Extra curricular/experience curriculum • Participation in Commando Joes activities and interventions • Participation in Forest school intervention monthly.
<p>6. Aspirations and Parental Engagement</p> <p>Target parents are engaged in school – they support learning at home, attend school events and have high aspirations for their child.</p>	<ul style="list-style-type: none"> • Range of low threat activities organised in school for all parents to attend • Flexible approach to parents evenings to ensure that all parents attend or receive a phone call • Staff available on the yard each day to talk to parents and build relationships

<ul style="list-style-type: none"> • Children who attending Little Castle and Castle Nursery enter our Reception with skills in line with ARE in the Prime Areas • 100% of pupil premium parents attend parents evenings and school led workshops • 100% of pupil premium children complete homework and are supported by their parents 	<ul style="list-style-type: none"> • Range of community events across the course of the year • Baby group to target possible parents and support with parenting • Target families identified in Nursery and support put in place • Family intervention through NUFC Foundation – Family Learning
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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: 14,350

Budgeted cost: £8,400

Budget cost: £3,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school.</p> <p>CPD for EYFS staff to improve provision</p> <p>CPD to deliver effective communication and</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET.</p> <p>EEF Guide to the PP “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p>	1,2,3

<p>language provision – including: Talk Boost Launchpad for Literacy</p> <p>Additional adult time to support 1:1 and small group intervention</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Enhancement of our maths teaching and curriculum planning and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Implementing Nelly-communication and language into early years with further training for staff members.</p> <p>Ongoing Trust wide programme of upskilling staff in developing a</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> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: EEF Improving maths in Early Years and KS1 Improving maths in KS2 and KS3</p>	
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curriculum to meet the needs of all pupils		
<p>Little Wandle – ongoing CPD</p> <p>Purchase of additional Little Wandle resources – full set of home reading books, catch up resources</p> <p>Partnership with English Hub to support the implementation and development of Phonics across school (teaching and interventions)</p>	EEF states that an effective, consistent whole school approach to systematic phonics can add 5+ months progress	2
Talk for Writing – 2 year programme	<p>Supporting vocabulary development, understanding of story language</p> <p>Supporting the writing framework issued from the DfE July 2025.</p>	1,2
<p>CPD based on Responsive Teaching to all teachers.</p> <p>HT/SLT to promote and monitor planning and delivery of a whole school approach to support.</p> <p>Repurchase of CUSP curriculum – Staff</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>	3, 4

CPD on 'thinking hard' tasks Pupil Book Study training.	EEF toolkit identifies: Metacognition and self regulation strategies (+ 7 months)	
<p>Purchase of diagnostic assessment materials to identify baselines and progress made. (e.g. SALFORD assessments, Sandwell assessment, Rising Stars assessment)</p> <p>Staff training on assessments to support diagnosis of assessments to inform practice.</p>	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
<p>Mastering Number - Sustaining Numeracy Programme</p> <p>Implement maths program 'Winning with numbers' from Reception to Year 4</p> <p>EYFs staff (lead and LSA) NDNA- 'Maths champion' program</p> <p>Lead teacher will embed mastery across the school from EYFS-Y4</p>	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

+ Additional resources to deliver teaching effectively		
<p>CPD to support pupil regulation and metacognition</p> <p>Training on De-escalation Zones of regulation How to support vulnerable learners + PDA</p> <p>Refresher training for de-escalation to keep in line with current guidelines and practice.</p> <p>Additional staffing to support key pupils and allow for small group/1:1 support</p>	EEF suggests that effective strategies for metacognition and self regulation can add 7+ progress	1,2,3,4,5,6
<p>Full staff CPD character education programme</p> <p>Commando Joe's - including purchase of the scheme and training</p> <p>Continue to implement Commando Joe's as part of character education and PE program</p> <p>Introduce forest school sessions</p>	To support the development of perseverance, resilience, team work, independent thinking, problem solving, confidence	5

monthly. Alongside continuing to implement Commando Joe's as part of character education program		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,100

Budgeted cost: £8,415

Budgeted cost: £2,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Talk Boost and Launchpad to Literacy – Staffing and resources 1:1 and small group support	EEF toolkit indicates high impact for communication and language approaches (+6 months) and Early Years interventions (+5 months)	1
Little Wandle phonics interventions and catch up – within a small group Additional reading sessions 1:1 for key children using school readers program	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
Purchase of Literacy Shed reading focus	Support the development of reading beyond phonics with a	2

	focus on VIPERS – Providing accurate gap analysis and pitched texts with a focus on unpicking comprehension skills and supporting improvement.	
Out of class intervention in small group <ul style="list-style-type: none"> • Phonics • Colourful semantics in all year groups • Spelling • Maths basic skills • Reading 1:1 • Numicon • Mastering Number 	Interventions follow a format similar to school teaching. EEF indicates high impact. EEF indicates moderate impact for phonics teaching (+4 months)	2, 3, 4
Online resources: Times Table Rockstars Numbots	EEF indicates moderate impact for digital technology (+4 months)	3

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

Budgeted cost: £ 2,360

Budgeted cost: £ 2,725

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for residential, educational visits	EEF indicates moderate impact for social and emotional interventions (+4 months) As a school, we have observed how access to	5, 6

and enrichment activities.	enrichment activities can support the self esteem and social skills of pupils.	
ELSA – Training a staff member and supporting pupil through 1:1 and small group intervention	EEF states that a focus on social and emotional learning can add 4+ months of progress	5,6
Parent workshops: “Stay and Play”, Sharing assemblies. Family Learning for EYFS Parents invited to contribute to school offer eg careers	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) Previous experiences of using Family Learning show that parents have been receptive and have engaged in family learning.	5, 6
Family learning through NUFC Foundation – after school club	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) Previous experiences of using Family Learning show that parents have been receptive and have engaged in family learning.	5,6
‘Wild about adventure’ forest school monthly. Morning sessions focused on whole class sessions– promoting inclusion. Afternoon sessions focused on PP children.	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. EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise	

	<p>might not be able to access.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	
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Total budgeted cost: £ 27,810

Total budgeted cost: £ 19,540

Total budgeted cost: £

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
Talk Boost	Elklan
Numbots	Maths Circle
Times Tables Rockstars	Maths Circle
Character Education Programme	Commando Joes
Primary Stars – Family Learning	NUFC Foundation
ELSA	
Winning with Numbers	harding education

Forest School	Wild About Adventure
School readers	https://www.schoolreaders.org/

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?	
What was the impact of that spending on service pupil premium eligible pupils?	