

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 West Academy
Number of pupils in school - Nursery to Y4	244
Proportion (%) of pupil premium eligible pupils - Nursery to Y4	25% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-2024
Date this statement was published	29th September 2021
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	
Pupil premium lead	Carrie Hodgson
Governor / Trustee lead	Richard Whinney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 63, 215
Recovery premium funding allocation this academic year	£ 11, 068
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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	£ 74, 285

Part A: Pupil premium strategy plan

Statement of intent:

Our Ultimate Objectives:

When making decisions about using our Pupil Premium funding we first consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then referred to to support decisions around the usefulness of different strategies and their value for money.

The common barriers to learning for our disadvantaged children include:

- weak language and communication skills
- less support from home (due to parents being unable or unwilling to help their child)
- access to educational resources at home (including IT equipment)
- more frequent behaviour/emotional difficulties
- attendance and punctuality issues.

We also have a small number of children in very complex family situations which prevent them from flourishing. Such challenges are varied and there is therefore no “one size fits all” approach.

Our ultimate objectives are:

- To eradicate the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that no child is further disadvantaged by a lack of appropriate resources at home.
- For every child will develop a love for learning and acquire the skills and abilities necessary for them to fulfil their potential and gain employment as an adult.

Our Implementation:

All members of staff, and the governing body, accept responsibility for our 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

We aim to meet our ultimate objectives by:

- Reducing class sizes, enabling the pupil:adult ratio in classrooms to be smaller than the average school.
- Maintaining single year group classes.
- Ensuring teachers have good knowledge of the subject they teach. Provide effective support, CPD and resources to ensure teaching is good and better across the school.
- Ensuring teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.
- Ensuring teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Creating an environment that allows the child to focus on learning, this includes supporting the child's mental and physical well being.
- Promoting positive attitudes to learning at every opportunity.
- Supporting children so that they are committed to their learning, know how to learn well, are resilient to setbacks and take pride in their achievements
- Ensuring our children have high attendance and are punctual.
- Ensuring our children are not disadvantaged by a lack of appropriate resources at home.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals, and ensuring that our strategy supports these pupils too.
- Identifying, from a needs analysis, priority classes, groups or individuals, and ensuring that our limited funding and resources are utilised to target such pupils first.

Our Key Principles:

- All teaching and learning opportunities are of high quality, and meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, including ensuring that the needs of all socially disadvantaged pupils (regardless of FSM eligibility) are adequately assessed and addressed.
- Pupil Premium Funding is allocated to priority pupils, groups or individuals.
- Pupil Premium Funding is used to address all inequalities, not just academic gaps.

Challenges

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

Challenge number	Detail of challenge
1	Improve attainment of disadvantaged pupils particularly in core subject areas, including reading, phonics, GAPS, writing and Maths.
2	Improve language and communication skills, especially in EYFS
3	Ensure all pupils have access to high quality technology and educational materials both in school and at home
4	Improve engagement in home learning, including reading.
5	Improve the emotional well-being, physical and mental health of all pupils, helping them to access learning in the classroom more effectively.
6	Ensure excellent punctuality and attendance

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
Closing the gap between PP pupils and All pupils by improving outcomes for KS1 & KS2 disadvantaged pupils in: <ul style="list-style-type: none"> - Phonics (y1/2) - Reading, Maths - GAPS - Writing 	<ul style="list-style-type: none"> - % pass for PP pupils is in line with that for all pupils at end y1 and end y2 - % of PP pupils with standardised score of 100+ on NTS termly tests is in line with that for all pupils - % of PP pupils with standardised score of 100+ on GAPS termly tests is in line with that for all pupils - % of PP pupils at expected level is in line with that for all pupils in all year groups
Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.	<ul style="list-style-type: none"> - Higher % of CLL scores for pupils in nursery and preschool in July 2022 compared to previous years.
Improved % of pupils reading at home, and in school to improve outcomes in reading.	<ul style="list-style-type: none"> - Improved reading exit data in all year groups for pupils eligible for PP (see above) - PP pupils reading at home regularly with an adult. - Targeted PP parents attend parent workshops and parent evenings.

<p>Number of behaviour “incidents” reduced during lesson time and at playtime/ lunchtime for specific PP pupils who have this as a recognised need, Improve pupil wellbeing and ensure they have all the requirements to access learning at all times. Provide opportunities to develop pupils’ cultural capital.</p>	<ul style="list-style-type: none"> - Identified children are able to spend an increasing amount of time with their peers in the playground. - Improved concentration in lessons - Improved behaviour for learning evidenced through lesson observations. - Self-regulation techniques being used well across the school
<p>For the small number of PP pupils who have low attendance-including PA for non-medical pupils - will improve in line with national average.</p>	<p>2018/2019 attendance for PP was 94.93% compared to All 96.04%.</p> <ul style="list-style-type: none"> - PP attendance will be in line with the school average.

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: £45 134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teacher appointed to work in Key Stage 2 to retain smaller class sizes and single year group classes.</i> COST £34, 134 <i>Including on costs.</i></p>	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS2 cohort and have identified that 4 smaller classes would allow teachers to increase the amount of attention each child will receive.</p> <p>See EEF link here</p>	<p>1</p>
<p>Embed times tables rock stars and Numbots across the school, including prizes and rewards.</p> <p>COST: £500</p>	<p>Pupil engagement, learning, time and budget are important.</p> <p>Maths teachers recognise how fundamental basic number fact recall and times table recall speed leads to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars and Numbots does this and supports teachers along the way, reducing workload.</p>	<p>1/3</p>

<p>Embed Emile for spelling and grammar across the school, including prizes and rewards.</p> <p>COST: £500</p>	<p>Pupil engagement, learning, time and budget are important.</p> <p>English teachers recognise how fundamental accurate spelling and use of grammar is to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. Emile does this and supports teachers along the way, reducing workload.</p>	<p>1/3</p>
<p>Embed accelerated reader across the school, including purchasing new books to engage less able, older readers.</p> <p>COST: £1500</p>	<p>The EEF have found that Accelerated Reader appears to be effective for weaker readers as a catch up intervention. We have found it has improved the % of pupils reading at home and played a part in our improving outcomes in reading</p>	<p>1/3/4</p>
<p>50 google chrome books (buy out of contract) to support home and in school learning - especially in Maths, writing and wider curriculum areas</p> <p>COST: £4,000</p>	<p>Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but some have the potential to enable changes in teaching and learning interactions. For example, they can support teachers to provide more effective feedback or use more helpful representations, or they can motivate students to practise more.</p> <p>See link to EEF here</p>	<p>1/ 3</p>
<p>Embed the skills and expertise of teachers through shared practice and CPD to further improve teaching</p> <p>COST: £4,000 - CPD and release time for staff to observe colleagues</p>	<p>In the EEF Attainment Gap 2017 report, it states that what happens in the classroom makes the biggest difference: improving teaching quality leads to greater outcome improvements. There is particularly good evidence around the potential impact of teacher professional development.</p>	<p>1 /2</p>

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

Budgeted cost: £20,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launchpad for Literacy to be used as a key driver across EYFS to help improve speaking and listening resulting in improved phonics and reading outcomes across school</p> <p>COST: £15,211 - cost of EYFS apprentice to increase ratio and allow small group/1:1 work</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</p> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups</p> <p>See EEF link here</p>	<p>1/2</p>
<p><i>Structured interventions to accelerate progress of pupils</i></p> <p>COST: £5,782 - increased TA hours</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>See EEF link here</p>	<p>1/2</p>

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

Budgeted cost: £ 9,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement with a focus on attendance, parent workshops, mental health/ fitness and welfare support COST: £1,000	Attendance and punctuality are seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils - government document The PP How schools are spending the funding successfully. Good attendance is also listed in the top 10 approaches for disadvantaged pupils. See EEF link here	4/5/6
Nurture provision embedded to support and tackle pupils with behaviour, mental health and emotional well those with SEN, including trained staff. COST: £5,000 additional TA hours	Research from EEF suggests that interventions which target social and emotional learning have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment (on average +4 months' progress) See EEF link here	5
Embed Friends Resilience 10-week Programme to develop social and emotional skills and emotional well-being. COST: £600	Preventing Anxiety and Promoting Social and Emotional Strength in Children: A Evaluation of the Fun Friends Program http://uploads.friendsresilience.org/wp-content/uploads/2016/12/05025846/Pahl-Barrett-2010-Preventing-anxiety...-evaluation-Fun-Friends_AdvancesSchoolMentalHeathPromotion.pdf	5
Subsidise educational enrichment experiences - visits outside of school/ visitors into school and to provide transport where appropriate. -theatre visit - pantomime -residential visits -visiting authors -visits to local cultural landmarks. COST: £1500	EEF research Outdoor adventure learning - moderate impact.	5

Total budgeted cost: £ 74, 227

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.

IMPACT:

WISE teacher administered tests from July 2021 show the following impact on prior pupil premium activity:

- Disadvantaged pupils are performing well compared to other pupils with more pupils reaching ARE by the end of the year in comparison to the post lockdown baseline carried out in September 2021. This is true for reading, writing, phonics, and GAPS.
- Accelerated reader and reading test data shows significant improvements in reading outcomes from September 2020 COVID baseline to July 2021 as a result of activities carried out across the year
- Phonics outcomes have significantly improved over the year, as a direct result of launchpad and phonics interventions.
- Attendance figures were variable over the 2020-21 academic year as a result of COVID cases, forced lockdown in January and bubble closures due to positive cases.
- The use of and loan scheme using ChromeBooks and Google Classroom meant that remote learning engagement was relatively high during lockdown and when bubbles had to close (Averaging 95%)
- Friends Resilience programme has been implemented - showing good impact, but this has been limited due to lockdowns.
- Pupil voice shows that children are getting better at expressing their feelings and emotions through talk. They are also more able to self regulate and resolve conflict. Being able to do this has started to reduce behaviour incidents across the school.

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
Accelerated Reader	Renaissance
Friends Resilience	Friends Resilience
Nessy	Net Educational Systems
TTRS	Maths Circle
Spelling Shed	Edshed

