

Pupil premium strategy statement – Prudhoe West Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Michelle Brewster
Pupil premium lead	Megan Gray
Governor / Trustee lead	Richard Whinney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,385
Recovery premium funding allocation this academic year	£8,700
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£107,085

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 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.
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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.
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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	Internal and external assessments indicate that reading, writing, GAPs and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some year groups.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in the Early Years and Year 1.
3	Observations, monitoring and discussions with pupils indicate a lack of engagement in home learning, including reading.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to home issues. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Our attendance data over the last 2 academic years indicates that attendance among disadvantaged pupils has been on average 91.91% - 3.34% lower than for non-disadvantaged pupils. 25.5% of disadvantaged pupils have been 'persistently absent' compared to 15.55% of their peers during this period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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>Improve attainment of disadvantaged pupils particularly in core subject areas, including reading, phonics, GAPS, writing and Maths. Closing the gap between PP Pupils and All Pupils by improving outcomes for KS1 & KS2 disadvantaged pupils in:</p> <ul style="list-style-type: none"> • Phonics (y1/2) • Reading, Maths • GAPS • Writing 	<p>Year 1 Phonics outcomes in 2023/24 show that a greater % of disadvantaged pupils met the expected standard</p> <p>KS1 reading, writing, GAPS and maths outcomes in 2023/24 show that a greater % of disadvantaged pupils met the expected standard.</p> <p>KS2 reading, writing, GAPS and maths outcomes in 2023/24 show that a greater % of disadvantaged pupils met the expected standard.</p>
<p>Improve outcomes for pupils in EYFS in speaking and listening, through the development of oracy skills.</p>	<p>Higher % of CLL scores for pupils in nursery and preschool in July 2024 compared to previous years.</p>
<p>Improved % of pupils reading and completing homework at home, and in school to improve outcomes in reading, writing and maths.</p>	<p>Improved reading, writing and maths exit data in all year groups for pupils eligible for PP (see above)</p> <p>PP pupils reading at home regularly with an adult.</p> <p>PP pupils completing homework tasks.</p> <p>Targeted PP parents attend parent workshops and parent evenings.</p>
<p>Improve pupil wellbeing and mental health. To ensure they have all the requirements to access learning at all times. Provide opportunities to develop pupils' cultural capital. Support for emotional regulation and social skills.</p>	<p>Identified children are able to spend an increasing amount of time with their peers in the playground. Number of behaviour "incidents" reduced during lesson time and at playtime/ lunchtime for specific PP pupils who have this as a recognised need,</p> <p>Improved concentration in lessons</p> <p>Improved behaviour for learning evidenced through lesson observations.</p> <p>Self-regulation techniques being used well across the school.</p>
<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>2022/23 attendance for PP was 90.36% compared to All 92.92%.</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: £69,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher to work in Key Stage 1 to retain smaller class sizes and single year group classes.</p> <p>COST £33,850</p> <p>Including on costs.</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 KS1 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>	1
<p>Additional teacher to work in EYFS to retain smaller class sizes and single year group classes. Language and communication programme</p> <p>COST £29,800</p> <p>Including on costs.</p>	<p>Smaller class sizes gives more opportunity for verbal interaction in the classroom. 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>	1, 2
<p>Embed Times Tables Rock Stars and Numbots across the school, including prizes and rewards.</p> <p>COST: £263</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>	1/3
<p>Embed Spelling Shed for spelling across the school, including prizes and rewards.</p> <p>Introduce paper based spelling homework.</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</p>	1/3

<p>COST: £200</p>	<p>practice. Spelling Shed does this and supports teachers along the way, reducing workload.</p> <p>After feedback from parents we have also introduced paper based spelling homework to support all learning styles.</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</p>
<p>Update 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: £3,000</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: £1,000 - 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: £28,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Structured interventions in KS 2 to accelerate progress of pupils</p> <p>COST: £10,920 - additional staffing to support 1:1 and small group interventions.</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 EYFS cohort and identified language and communication as an area for development.</p>	1/2
<p>Structured interventions in KS 1 to accelerate progress of pupils</p> <p>COST: £17,386 TA hours additional staffing to support 1:1 and small group interventions.</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>	1/2

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

Budgeted cost: £ 10,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental engagement with a focus on attendance, parent workshops, mental health/ fitness and welfare support</p> <p>COST: £1,000</p>	<p>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.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils.</p> <p>See EEF link here</p>	3/4/5
<p>Breakfast Club to ensure early arrival and settled start to the day.</p> <p>COST: £4,750</p>		4/5

<p>Nurture provision embedded to support and tackle pupils with behaviour, mental health and emotional well those with SEN, including trained staff.</p> <p>COST: £2,967 additional TA hours / resources</p>	<p>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)</p> <p>See EEF link here</p>	<p>4/5</p>
<p>Embed Friends Resilience 10-week Programme to develop social and emotional skills and emotional well-being.</p> <p>COST: £600</p>	<p>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</p>	<p>4/5</p>
<p>Subsidise educational enrichment experiences - visits outside of school/ visitors into school and to provide transport where appropriate.</p> <ul style="list-style-type: none"> -theatre visit - pantomime -residential visits -visiting authors -visits to local cultural landmarks. <p>COST: £1500</p>	<p>EEF research Outdoor adventure learning - moderate impact.</p>	<p>4/5</p>

Total budgeted cost: £108,736

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

IMPACT:

WISE teacher administered tests from June 2023 show the following impact on prior pupil premium activity:

- Disadvantaged pupils in Year 2 are performing well compared to other pupils. This is true for reading, writing, phonics, and GAPS. However, it is a more mixed picture in other year groups. Although the pupil premium pupils have made good progress from their starting points they are still behind their peers. Special educational needs have been identified and these children are receiving daily interventions to close the gap.
- Accelerated reader and reading test data shows significant improvements in reading outcomes in Y4 with pupil premium pupils at 83% compared to all at 84%. STAR reader data shows pupil premium children are closing the gap and they are now 2 months behind their peers.
- At the end of reception the GLD for all pupils was 68% compared to 64% for pupil premium pupils showing disadvantaged pupils are performing at a similar level to their peers. Personal, social and emotional development has been identified as an area where some pupil premium children have required intensive support.
- Phonics outcomes have significantly improved over the year from the children's starting points, as a direct result of launchpad, phonological awareness interventions and daily small group phonics. For the children that have not met the expected standard in phonic decoding, additional Special Educational Needs have been identified and further intervention will be put in place in Year 2.
- Attendance figures were slightly lower (2%) for disadvantaged pupils over the 2022-23 academic year. We have reviewed our attendance procedures and have implemented a more robust system. Strategies that have been used include referrals to request Early Help family workers, free breakfast club to encourage early arrival and Family meetings to offer support and advice.
- Friends Resilience programme has been revisited in the Autumn Term 2022 - showing good impact particularly for LAC / SEN pupils who need support with emotions and heightened levels of anxiety. In the pupil questionnaire, when answering the question 'My school encourages me to look after my emotional and mental health' 91.27% agreed with this statement.
- Observations during playtimes show that children are supporting each other and reminding friends to make 'thumbs up' choices. They are also more able to self-regulate and resolve conflict. Behaviour incidents are low across the school and serious incidents are linked to SEN children with complex social and emotional needs that require high levels of support.
- This year we have carefully planned our extra-curricular clubs to provide a wide range of activities and experiences for our pupil premium children including gymnastics, karate, choir, book club, writing, Spanish etc. '...research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)' *An unequal playing field Department of Education and Institute for Policy Research 2019*. We have almost doubled the number of after school clubs attended by pupil premium children with 88% attending at least one club compared to 46% last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils