

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Ponteland Community Primary School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	1 April 2022
Date on which it will be reviewed	31 March 2025
Statement authorised by	Caroline Pryer
Pupil premium lead	Elizabeth Blackburn
Governor / Trustee lead	Dr Kate Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,330
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£40,330

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

All pupils at PCPS, irrespective of their backgrounds or challenges they face, should be able to make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for high attainers.

Our intention is to:

- ensure that teaching and learning opportunities meet the needs of all the pupils.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- make provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention or support.
- allocate funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

The needs of most learners will be addressed by Quality First Teaching to ensure that pupils have the basic skills to access the broad and balanced curriculum provided by PCPS. This is proven to have the greatest impact on closing the disadvantage attainment gap at the same time will benefit all pupils in school.

Our approach will be informed by ongoing assessment cycles which direct the planning and delivery of our interventions.

We will:

- prioritise access for disadvantaged children within the ongoing Quality First Teaching offer to ensure that they are given challenging opportunities
- ensure early intervention when a need is identified
- ensure a whole school approach in which all staff are responsible for disadvantaged pupils outcomes
- raise expectations of outcomes for disadvantaged pupils across the school
- seek opportunities to develop cultural capital and wider experiences for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils do not have enough opportunities to be read to or to progress their own reading skills by reading to an adult
2	Some disadvantaged children's life experience does not prioritise the acquisition of knowledge and future aspiration.
3	Some children find it difficult to master and retain mental fluency for Maths which means they find it harder to tackle problems involving deeper understanding. This has been compounded by the impact of partial school closures
4	Some children have speech and language issues or have not had exposure to the same level of vocabulary as their peers. This impacts particularly on reading, writing, spelling and vocabulary acquisition but can also impact on all areas of schooling because vocabulary is a barrier to comprehension.
5	Complex issues at home or children's own mental health issues / SEND needs can mean that some children are not emotionally ready to learn when they are at school.

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
Improved reading and writing attainment among disadvantaged pupils	KS2 reading and writing outcomes will show more than 80% of disadvantaged pupils meet the expected standard.
Improved and sustained positive attitude, engagement and attainment of disadvantaged pupils	Pupils have a positive attitude to their ongoing education and are able to articulate their future aspirations Improved attainment and attendance for disadvantaged pupils Families work effectively alongside school to value learning through sustained engagement.
Children will be able to recall basic concepts and knowledge with increasing confidence when applying to wider mathematical problems.	Children will display high levels of fluency in basic maths skills. Interventions will focus children to

	<p>embed basic skills and enhance fluency through overlearning and repetition.</p> <p>In lessons, children will apply their fluency to varied context and problems. Assessments will demonstrate the retention of basic skills/knowledge as scores will improve.</p> <p>Percentage of children reaching Expected Standard in Maths will increase</p>
<p>Children's skills in communication and understanding of vocabulary will improve</p>	<p>Staff model effective communication and explain new vocabulary as part of their teaching.</p> <p>Interventions will support language development.</p> <p>Specific, individualised speech and language programmes will be delivered appropriately.</p> <p>Use of books and fostering a love of reading will focus on vocabulary and language development.</p>
<p>Children are supported to share concerns or anxieties, knowing that adults will listen and offer support. Staff support children to feel positive about themselves and ready to learn.</p>	<p>1:1 support from TAs for children who are identified as needing additional support.</p> <p>Close liaison with outside agencies to provide specialist support where needed, as quickly as possible e.g. counselling services, CYPS, Early Help. Staff work closely with parents and carers to support children in a united approach.</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: £32,524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher intervention to support pupils in KS2 to improve spellings – Self Learn	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	2,4
Phonic development – Teaching assistants to deliver Floppy Phonics additional sessions to pupils in EYFS	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	2,4
SATS preparation – Target provision for Year 6 pupils	Ensuring that pupil premium children access support to maximise potential in Year 6	1,2,3,4
Homework Club – 2 sessions per week, available to children in all year groups	Research shows that a number of Pupil Premium children are not routinely engaged with homework tasks and are therefore not securing basic skills.	1,2,3,5
Provide training for teachers with research-based pedagogy so they can refine their teaching.	The need for teachers to be at their most expert is essential to be able to support children who find learning most challenging. Teachers need to ensure that students efficiently acquire, rehearse and connect background knowledge by providing a good deal of instructional support.	1,3,4,5
Deployment of teaching assistants to support teachers in the delivery of teaching within the classroom.	In some cases, teachers and teaching assistants work together effectively, leading to increases in attainment. In the most positive examples, both teachers and teaching assistants understand how to work together effectively, such as by making time for discussion before and after lessons.	1,3,4

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

Budgeted cost: £31,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI Nuffield Early Language Intervention This is a program for children in reception which has been found to improve children's language skills. The programme involves a trained teaching assistant providing short small group sessions 5 pupils for 20 weeks. (£2500)</p>	<p>The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. EEF trial showed that NELI Communication and Language skill.</p>	<p>1,4</p>
<p>Early Years Support To provide dedicated sessions to develop core skills – communication and language, PSED, physical development and maths</p>	<p>To ensure that children's progress in EYFS in the core areas is in line with age related expectations</p>	<p>1,2,3,4</p>
<p>Teacher planned interventions to address gaps in knowledge for Reading, Writing, Maths, phonics (Delivered by teachers and TAs)</p>	<p>Teaching assistants delivering interventions can improve progress more than when just deployed to support in the classroom. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks</p>	<p>1,2,3,4</p>

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest School – Targeted provision for children within our outdoor environment</p>	<p>For our children to have the opportunity to secure and apply their basic skills beyond the classroom, to build resilience, independence and experience success when working as part of a team</p>	<p>4, 5</p>

Thrive – Introduce, establish and implement a whole school approach to support the social and emotional needs of children	Our strategic plans sets out our commitment to ensuring that children are socially and emotionally resilient.	5
SLT member to liaise with parents/carers where there are issues with attendance and offer support as appropriate.	DfE guidance on improving school attendance has been informed by engagement with school that have significantly reduced levels of absence and persistent absence. Ideas from this guide will be used by SLT in their approach.	2,5

Total budgeted cost: £74,455

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
<i>standardised teacher administered tests</i>	Past papers used for Y2, Y4 and Y6 practices and mock SATs week
<i>diagnostic assessments</i>	Reading Plus software testing reading accuracy; speed; and comprehension
<i>SelfLearn Read and Spell</i>	Phillips Foundation – phonics based self learn programme
<i>Times Tables Rock Stars</i>	TTRS
<i>Floppy Phonics</i>	Oxford University Press

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?	Not applicable

What was the impact of that spending on service pupil premium eligible pupils?	Not applicable
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

We have learned over many years that investing in our teaching assistants, training them as outstanding practitioners in the classroom, small groups or 1-2-1 ensures that the children build good relationships with people they can trust; see the TAs around school all day, and in the dining hall and playground; and know the support and kindness they receive mends the gaps in their learning, social and emotional needs and improves their overall wellbeing. We invest almost three times the Pupil Premium amount on TAs consolidating the team and giving the best deal possible to the children and their parents.