



Pupil Premium Grant Expenditure and Impact Report 2018 – 20

Impact and evaluation of expenditure 2018-19 Strategic use of expenditure 2019-20

Principles

At Ponteland Primary School we have the highest aspirations for our children. We ensure that every child is driven by a thirst for knowledge regardless of their background. We constantly seek to find ways to overcome any barriers to achievement that our individual pupils may face and we continually strive to achieve EXCELLENCE FOR ALL. We aim to instil a dedication and commitment to learning which will ensure success and avoid failure for all.

“The school is highly successful in providing support for vulnerable pupils. Staff are passionate about securing the right support for pupils.” Ofsted 2017

Background

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The pupil premium is provided to enable these pupils to be supported to reach their potential. The government has used pupils entitled to free school meals (FSM), looked after children and the children of service personnel as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling 6 year period. The fixed amount of money is expected to increase every year. At Ponteland Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to “close the gap” whilst raising achievement for all.

The reports show how the Pupil Premium has been used in a number of ways to further enhance teaching and learning throughout the school and particularly for those children in receipt of the Pupil Premium. It also identifies expenditure planned which aims to ensure that all pupils, and particularly those eligible for pupil premium funding achieve well.

We have a governor with specific responsibility for Pupil Premium who meets with the Head Teacher to review expenditure and tracks the progress of PP pupils closely.

Ponteland Primary School: 2018- 2019 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils 423		Number of pupils eligible for pupil premium funding 51 (12%)	
Number of pupil premium children in each year group: September 2018 (2018-19 cohort) Nursery = Rec = 3 Yr 1 = 9 Y2 = 4 Y3 = 11 Y4 = 8 Y5 = 9 Y6 = 7 (Total 51) September 2019 (2019-20 cohort) Nursery = Rec =1 Yr 1 = Y2 =14 Y3 = 4 Y4 =9 Y5 = 3 Y6 =9			
Total pupil premium budget:	£46,200 (2018-19) £ (2019-20)	Amount per pupil R – Y6 £1320 LAC / Post LAC £2300 Service £300	
Date of pupil premium review : Sept 2019		Date of internal half termly reviews during 2019/20	Oct 2019, Feb 20, June 20

2. Early Years: Ponteland Primary School has an exemption from the reporting of the current EYFS Framework. This is in place until July 2020.		
	Attainment of our children eligible for the EY pupil premium funding	Provisional national average for others nationally
% achieving a good level of development at the end of reception		
% working within nursery expected age related bands		

3. Year 1 Phonics Screening		
	Pupil premium (11 pupils)	Whole cohort
% achieving expected +	82%	88%

4. End of Key Stage 1 (Year 2) 2019 Attainment Figures		
	Attainment of Y2 pupils eligible for PP funding (5 pupils)	Prior year national averages for others
% reaching expected standard in reading writing & maths	% 100%	
% reaching expected standard+ in reading % working at greater depth	100% 20%	79% 28%
% reaching expected standard in writing % working at greater depth	100% 0%	74% 18%
% reaching expected standard in maths % working at greater depth	100% 20%	79% 23%

5. End of Year 6 2019 Attainment		
	Attainment of Y6 pupils eligible for pupil premium funding (7 pupils)	Prior year national averages for others
% reaching expected standard in reading, writing & maths	57%	70%
% reaching expected standard & above in reading % working at greater depth	71% 29%	80% 33%
% reaching expected standard & above in writing % working at greater depth	71% 29%	83% 24%
% reaching expected standard in maths % working at greater depth	81% 0%	81% 28%

6. Barriers to future attainment for pupils eligible for pupil premium funding in 2019-20	
A	A number of pupil premium children also have special educational needs. School still has very high expectations in terms of the progress and outcomes of these children.
B	Some parents are inconsistent in supporting home learning well eg regular listening to children read at home or encouraging children to complete extra learning.

C	On entry to EYFS some pupil premium children are found to have speech and language difficulties
D	Parents of some pupil premium children have a tendency to find school intimidating and/or lack aspiration for their children. They often base these judgements on their own experiences of school as children.

7. Expected outcomes and success criteria for Summer 2020

A	Early Years: 80-85% of the cohort to achieve a GLD (Good Level of Development) and 3/3 (100%) of pupil premium children to achieve GLD. The achievement of our pupil premium to remain equal to or better than the achievement of all children nationally and all non disadvantaged children nationally. Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children in EYFS will enable all gaps to be supported and addressed during the half term.
B	Year 1 phonics screening: 90% of cohort to pass the phonics screening and 90% of the pupil premium children. Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children will enable all gaps to be supported and addressed during the half term.
C	End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard: Reading 100% Writing 100% Maths 100% Currently there are 4 pupil premium children in this year group. Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children will enable all gaps to be supported and addressed during the half term.
D	End of Y6 % to achieve expected standard : Reading 86% Writing 86% Maths 86% Currently there are 7 pupils in the cohort. Half termly impact evaluation and thorough tracking and monitoring of the attainment and progress of pupil premium children will enable all gaps to be supported and addressed during the half term.
E	We will aim to increase the number of Pupil Premium children working at Greater Depth so that it is in line or exceeds the national level in all year groups.

8. Review of expenditure 2018-19

I. Quality of teaching for all: to improve the % of good and outstanding teaching

Desired outcome	Actions	Estimated impact	Lessons learned	Cost
<p>All teaching at least good or outstanding. Education Endowment Foundation (EEF) research identifies quality first teaching as the key element in outcomes for PP children. Quality first daily teaching and sharing expertise.</p> <p>Setting high expectations</p> <p>Developing teachers practice ensuring consistent</p>	<ul style="list-style-type: none"> Paired observations – learning from each other and implementation of ethos of OTP Culture of high expectations for all in all teaching 	<p>Attainment of PP</p> <p>EYFS – 100% GLD</p> <p>Y1 (14)– 100% passed phonics</p> <p>Y2 (4)– 100% exp+ in reading 100% exp+ in writing 100% exp+ in maths</p> <p>Y3 (9) – 78% exp+ reading 78% exp+ writing 89% exp+ maths</p>	<ul style="list-style-type: none"> Paired observations well received Identified outstanding practitioners to lead each key stage and to establish a shoulder to shoulder coaching culture within each key stage. This needs to be developed further in future years. 	£3000

<p>implementation of school initiatives</p> <p>Facilitating sharing of good and outstanding practice.</p>	<p>observations</p>	<p>Y4 (3) – 100% exp+ reading 67% exp+ writing 100% exp+ maths</p> <p>Y5 (9) – 89% exp+ reading 89% exp+ writing 67% exp+ maths</p> <p>Y6 (7) - 71% exp+ reading 71% exp+ writing 100% exp+ maths</p>	<ul style="list-style-type: none"> Lessons from OTP indicated a coaching style is more beneficial 	
<p>All teaching at least good or outstanding. Quality first daily teaching and sharing expertise.</p> <p>Setting high expectations</p> <p>Developing teachers practice ensuring consistent implementation of school initiatives. Facilitating sharing of good and outstanding practice.</p> <p>Weekly/ half - termly homework- sessions to support children in extending their learning beyond the classroom.</p>	<p>Key Stage managers begin to develop the coaching role.</p> <p>Corrective teach model to ensure pupils have a rapid response to their learning and an opportunity to correct misconceptions, errors or develop further understanding</p> <p>Bug Club, Mathletics, My Maths to stimulate learning – provide high quality intervention materials and engaging homework</p>	<p>Teaching over the course of the year, when triangulated with pupil outcomes and work scrutiny was judged to be consistently good with some outstanding practice.</p> <p>Pupil outcomes demonstrated impact</p> <p>High level engagement in homework. Pupil voice questionnaire indicated that many PP children now enjoy homework and are motivated by bronze, silver, gold, platinum homework rewards.</p>	<p>Through extensive research into effective teaching eg through EEF – we have agreed to develop a coaching model further in 2019/20 with an increased number of school leaders taking on coaching roles.</p> <p>Maintain excellent TA team to ensure consistency</p> <p>Ensure TA’s continue to have capacity for Corrective Teach daily.</p> <p>Extend the subscriptions to further develop electronic home elearning resources eg Bug Club , My Maths, Dynamo Maths, Spellodrome and Rock stars</p>	<p>£5 000</p>

II. Targeted support for pupil premium children including other approaches to improve the attainment and progress of pupil premium children.

Desired outcome	Actions	Estimated impact	Lessons learned	Cost
Effective use of LSA support to raise attainment for PP children.	Increase TA time to enable specific support in classroom setting. Support for daily literacy and numeracy lessons.	Teaching observations throughout the year identified <ul style="list-style-type: none"> ● TA's well deployed in lessons ● and have excellent relationships with pupils. ● Focused regular interventions take place ● Culture of high expectations and high achievement for all enhanced by the LSA's key worker role. 	<ul style="list-style-type: none"> ● TA's have high impact in corrective teach sessions – try to extend this in 19/20. 	£5000
Ensure strong relationships with families are established on entry to Ponteland Primary School. Parent strategic involvement in learning and development of excellent home-school communication	Tapestry used in EYFS.	<ul style="list-style-type: none"> ● GLD outcomes in EYFS well above national ● Positive feedback from families regarding Tapestry system for assessment feedback. 	<ul style="list-style-type: none"> ● Continue the Tapestry system ● Early meeting for parents to look at phonics and Tapestry. 	£1000
Ensure highly focused group work during the daily teaching of phonics. High rate of progress in phonics	Deploy TA's across year groups to teach phonics in small groups to R, Y1, Y2	<ul style="list-style-type: none"> ● 100% PP achieve expected standard in Y1 phonics 	<ul style="list-style-type: none"> ● Continue small gp phonics in EYFS & KS1 	£6000
Whole school culture of reading for pleasure. Children love reading and make good progress in reading.	Purchase of books for our school Reading Challenge (whole school reward system to reward children and incentivise reading for pleasure) School has annual visit from an author (Adam Bushnell), celebrates World Book Day and has other initiatives eg	<ul style="list-style-type: none"> ● Reading outcome above national in EYFS, KS1 & KS2 	<ul style="list-style-type: none"> ● Further development of core class reading texts for regular story time in 2019/20 ● Refresh school reading scheme and extend into upper KS2. ● Opportunities to celebrate reading taken up eg High Flying Readers 	£5000

	Reading High Flyers to further the culture of reading.		Challenge	
High quality individualised support at all levels; Small group work to extend children's writing and reading skills	Purchase of Nessie and Lexia to provide high quality intervention materials for all pupils who will benefit from this including PP and SEND pupils.	<ul style="list-style-type: none"> • 100% PP children passed phonics screening • % in Y2 reading at exp and 33% reading at greater depth. 	Maintain Lexia and Nessie to support pupils identified as those who would benefit from it as a resource eg SEND pupils	£2000
Ensure possible barriers to learning such as absence and pastoral issues are minimised	Targeted work to support children and families in overcoming barriers to attendance and barriers to learning. Additional pastoral support for pupils experiencing difficulties with behaviour, self esteem or facing challenging personal circumstances.	There were no exclusions from school. Parents report very positive attitudes to school.	Maintain the role of Behaviour and Parent Support Worker. Maintain lunch time support and pastoral care systems. Regular meetings with EWO and whole school attendance initiatives. Weekly attendance updates for classes.	£15000
Extending school hours and developing rich experiential learning experiences	PP children have school visits/trips including Y4 residential to Robin Wood and access to swimming lessons and music tuition and after school clubs	All Y4 PP children attended Robin Wood residential for 3 days. All children reported high levels of motivation and enjoyment of school following this experience	Ensure all PP children take part in Robinwood 2020. Ensure wide range of opportunities for extended learning for all PP children through 2019-20.	£2000
Extending Learning Time Opportunities to develop a wide range of gifts and talents. Enthusiasm and love of learning is fully developed.	Provision of a range of after school clubs including coaches brought into school and clubs run by teaching staff, TA's and external coaches	Attendance of PP children was monitored and individual invitations were given where appropriate. The take up of PP children was very high High levels of pupil engagement and enjoyment in clubs and activities. Lots of staff volunteering to run clubs.	Continue to provide high quality extra curricular learning opportunities for all pupils to encourage a love of learning and thirst for knowledge.	£4500
High quality leadership of the PP Grant. Ensure an overview of spending and maintain a whole school picture of patterns of attainment in pupil premium children.	Designated member of SLT with responsibility for Pupil Premium expenditure and achievement. High achievement for all an integral part of whole school	PP governor liases with SLT to monitor progress of PP	PP school leadership develops an inclusion team and monitors all vulnerabilities across school.	

	improvement plan. Identified school governor monitors PP progress and acts as PP champion on governing body.			
Total identified expenditure				£ 48 500

9. Planned expenditure 2019-20

What is the evidence and rationale for the choices listed in the planned expenditure list?

- Extensive research using the EEF Toolkit eg high impact of areas such as quality first teaching. “ **Research shows that Quality First Teaching has greatest impact on the progress of disadvantaged pupils” Sir John Dunford (Pupil Premium Champion)**
- Evaluation of PP children’s barriers to learning. We acknowledge that these barriers may include less support at home . weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Having fully appreciated barriers to learning, highly effective interventions are planned and quickly put in place.
- The EEF toolkit which provides research into the impact of interventions
- Analysis of the previous years data.
- Evidence from evaluation of 2018-19 PP expenditure.

How will you ensure it is implemented well?

- Excellence for all is embedded in the school improvement plan
- We have a governor with specific responsibility for Pupil Premium who meets with the Head Teacher to review expenditure.
- Pupil progress updates each half term
- Parent support meetings
- Parent Support Worker meetings to review attendance
- School monitoring and self review cycle (including pupil and parent questionnaire, external monitoring and school self review)

Ponteland Primary School Expenditure Plan 2019-20

Target Area	Success criteria – what impact will look like	Action needed	By whom?	Monitoring and evaluation timescale	Grant expenditure
<p>High achievement for all (data/ attendance)</p>	<p>Children make higher than average progress in highly engaging lessons.</p> <p>Teachers use a wide range of resources to engage all children in all lessons. Research (EEF toolkit etc) is used to ensure resources, use of TA's and organisation of the classroom are highly effective.</p> <p>Full engagement with EEF research</p> <p>Assessment informs next steps and is used as an integral part of lessons to empower children with knowledge of their next steps.</p> <p>Interventions are closely monitored to ensure they are having maximum impact for PP Children.</p> <p>Marking and feedback is clear and is responded to by the children. Children are fully aware of what they have done well and what they can do to improve their work.</p> <p>All teaching is at least good or better so every child enjoys their lessons and experiences success.</p> <p>Allow highly focused teaching and guided group work to ensure children of all abilities make good progress across the key stage.</p> <p>Achievement of more able PP pupils is above national expectation</p> <p>Ensure highly focused group work during the teaching of phonics</p>	<p>More able Pupil premium children will be identified through pupil progress meetings.</p> <p>Clubs, visits and visitors will be identified for more able PP children.</p> <p>Homework will be provided and parents invited to discuss them with class teachers.</p> <p>Further leadership opportunities will be given to more able PP children in upper KS2.</p> <p>Pupils will be encouraged to take part in a range of pupil voice committees.</p> <p>Teachers to have termly meetings about pupil progress and achievement where they can identify next steps. They will be able to identify any children who are not making expected progress and put measures in place to ensure they make progress.</p>	<p>LB, CJ</p> <p>Governor</p>	<p>Evaluation of data, books, planning and teaching.</p> <p>Reviews of progress each half term. Formal progress meetings termly.</p> <p>All children to make good progress by the end of the year.</p>	<p>£4500</p> <p>Purchase of books and rewards for our whole school Reading Challenge (whole school reward system to reward children and to incentivise reading.)</p> <p>£4500</p> <p>Pearson Active Learn – Bug Club, Lexia and Rock Stars . This reflects the commitment to use of digital technology to engage PP children</p> <p>£8000</p> <p>Small group intensive support in phonics</p> <p>£8000</p> <p>One to one and small group interventions in reading, writing and maths. Small group work to extend children's writing and maths skills.</p>

	leading to excellent progress in phonics.				
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Target Area	Success criteria – what impact will look like	Action needed	By whom?	Monitoring and evaluation timescale	Grant expenditure
<p>Excellence in class teaching and feedback</p> <p>Excellence is the standard, with teaching being at least good throughout the school. Coaching by Key Stage leaders creates a culture of sharing best practice and learning from each other. This minimises in school variation.</p> <p>Marking and feedback clearly supports children in understanding next steps to further progress.</p>	<p>Children demonstrate high levels of confidence, ability and enthusiasm in lessons.</p> <p>There is a culture of high expectation for every child in every lesson.</p> <p>All teachers are driven to be the best teachers they can be and are fully supported in areas they wish to improve.</p>	<p>Excellence in teaching led by Key Stage leaders supports teachers in a coaching model to reflect on their practice and provide guidance and support to improve.</p> <p>Maintain support to teachers in ensuring they provide the highest quality written and verbal feedback to children.</p> <p>Classrooms are inspiring and support children’s learning</p> <p>Where PP children are making slower than expected progress , appropriate interventions have been implemented and progress measured to determine the success of the intervention</p> <p>Where PP children are making better than expected progress , strategies are in place to further enhance their achievements.</p> <p>Teachers demonstrate a willingness to adapt planning , responding carefully to the needs of the children.</p> <p>Children are supported and encouraged to access the wider curriculum.</p> <p>All teachers to provide high quality feedback to children to allow them to reflect on their work and make appropriate improvements.</p> <p>Quality First daily teaching and sharing expertise: Setting high expectations Developing teachers’ practice ensuring consistent implementation of school initiatives. Facilitating sharing of good and outstanding practice.</p>	<p>LB, CJ, RM, KB</p> <p>Governor</p>	<p>Termly book scrutiny and pupil interviews.</p> <p>Ongoing coaching work with phase leaders.</p>	<p>.£6000 release KS managers (equivalent 1 day per week)</p>

Target Area	Success criteria – what impact will look like	Action needed	By whom?	Monitoring and evaluation timescale	Grant expenditure
<p>Inspirational curriculum inspires a love of learning and the engagement of all learners eg evaluation and review of our curriculum as it is extended into upper KS2 to ensure that it is relevant to our learners – incorporating visits, extra curriculare opportunities and creative use of IT resources.</p> <p>Ambitious curriculum leaders lead to development of subject areas.</p> <p>Provide specialist teaching in MFL , music and PE to inspire and engage children.</p>	<ul style="list-style-type: none"> ● Curriculum – inspirational and relevant – inspires a love of learning and thirst for knowledge ● Curriculum includes a spine of high quality texts to ensure all children are exposed to high quality literature to inspire reading and writing ● Wherever possible the school day is lengthened for PP children; a wide range of extra-curricular activities are available ● PP attend residential trips ● Every opportunity is taken to raise attainment further and raise aspirations. ● Curriculum information shared with parents on the website ● Curriculum accessible – CPD and sharing of information to staff team throughout the year to support their teaching ● Curriculum is balanced and promotes understanding and tolerance – global dimension and enhanced cultural awareness. ● British values is integral to the balanced curriculum ● Twitter feed provides evidence of a wide and engaging curriculum. ● Resources available for children to access freely at home including e –books, games and activities to fully support learning. ● Music and MFL – develop 	<p>CJ, RM & KB to support, advise and model use of a wide range of resources and activities.</p> <p>Key Stage leaders to maintain knowledge of appropriate research and use this to support and guide teachers</p>	<p>LB ,CJ, SD, JW.</p> <p>Governor</p>	<p>Evaluation of data, books, planning and teaching.</p> <p>Reviews of progress each half term. Formal progress meetings termly.</p> <p>All children to make good progress by the end of the year.</p>	<p>£4000</p> <p>Purchase of multiple copies of the spine of books running through the curriculum in each year group.</p> <p>£1000</p> <p>Access to extra- curricular clubs for PP children across school.</p> <p>£2000</p> <p>Access to residential trips for Y4 &Y5</p>

	skills such as communication, working with others, problem solving, improving own learning and performance as well as speaking and listening and reading and writing skills.				
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Target Area	Success criteria – what impact will look like	Action needed	By whom?	Monitoring and evaluation timescale	Grant expenditure
<p>Safeguarding – a culture of vigilance and care</p> <p>Staying safe and being healthy underpins all that we do at Ponteland Primary School. There are opportunities within our curriculum to promote healthy living, healthy relationships , being safe including staying safe on line, anti-bullying and the importance of being kind.</p>	<p>Class teachers and LSA's are able to identify PP children within classes.</p> <p>Class teachers and LSA's have a file of evidence of work of PP children.</p> <p>Children feel valued and listened to in all lessons.</p> <p>High quality relationships are at the centre of all teaching.</p> <p>Excellent relationships with PP children and their families is consistently evident. Multi-agency support is in place and is coordinated by AW.</p> <p>Children use electronic devices safely with a clear knowledge of the principles of E safety.</p> <p>Attendance of PP children will be above 96% by the end of the academic year.</p> <p>Additional pastoral support for pupils experiencing difficulties with behaviour , self esteem or facing challenging personal circumstances. Targeted work to support children and families in overcoming barriers to attendance and barriers to learning.</p>	<p>Maintain the commitment to the range of factors which contribute to highly positive , supportive relationships in the classroom.</p> <p>Pupil premium files – ensure pupil questionnaires and individual profiles fully record each PP child's interests. These files should also show the child's info for teachers and LSA's to understand the child's barriers.</p> <p>Ongoing monitoring and discussions around attendance. Close liason with parents / carers.</p> <p>AW/ LB to be available to parents and carers at the beginning and end of every day.</p> <p>AW to maintain role as immediate point of contact to support families.</p> <p>Ensure teachers model the safe use of electronic devices and discuss e safety in the home environment.</p>	<p>LB/ AW/SB?CJ</p>	<p>LB to monitor planning books and teaching.</p> <p>LB to evaluate support and guide on the quality of relationships within lessons.</p> <p>Half termly PP reviews of books</p>	<p>£200 set up files</p> <p>£15000 proportion of AW time</p>

Total identified expenditure					£53,200