



Pupil Premium Grant Expenditure and Impact Report

Impact and evaluation of expenditure 2019-20 Strategic use of expenditure 2020-21

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. We empower our children to see themselves as agents of change who can make a difference in their own lives, their communities and the world.

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

“No talents are overlooked, and each individual can contribute comfortably to the vision of the school. One senses that this is a happy environment with kindness, friendship and laughter behind the hard work that is the backbone of this highly successful school...Vulnerable children have been identified and support measures put in place especially during unstructured times.” IQM Assessment September 2020.

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 report shows 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: 2019- 2020 Pupil Premium Strategy Statement

1. Summary information			
Total number of pupils	452 (including nursery) 417 (excluding nursery)	Number of pupils eligible for pupil premium funding	67 (15% of whole school population, including nursery) 67 (17% of school population reception to Y6)
Number of pupil premium children in each year group:	September 2019 (2019-20 cohort) Rec = 12 Yr 1 = 5 Y2 =14 Y3 = 4 Y4 =9 Y5 = 3 Y6 =9	September 2020 (2020-2021 cohort) Nursery = 2, Rec = 6, Y1 = 12, Y2 = 5, Y3 = 11, Y4 = 10, Y5 = 14, Y6 = 9	
Total pupil premium budget:	£82,666 (2019-20) £84,285 (2020-21)	Amount per pupil R – Y6 £1345 LAC / Post LAC £2345 Service £310	
Date of pupil premium review : October 2020		Date of internal half termly reviews during 2020-21	Oct 2020, Feb 21, June 21

2. Early Years Profile: Ponteland Primary School had an exemption from the reporting of the current EYFS Framework in 2020 and the profile was not completed due to the COVID-19 school closures.		
	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: The phonics screening was not carried out due to the COVID-19 school closure.

	Pupil premium	Whole cohort
% achieving expected +		

4. End of Key Stage 1 (Year 2) 2020 Attainment Figures: The KS1 SATs were not carried out due to the COVID-19 school closure.

	Attainment of Y2 pupils eligible for PP funding	Prior year national averages for others
% reaching expected standard in reading writing & maths		
% reaching expected standard+ in reading % working at greater depth		
% reaching expected standard in writing % working at greater depth		
% reaching expected standard in maths % working at greater depth		

5. End of Year 6 2020 Attainment: The KS2 SATs were not carried out due to the COVID-19 school closure.

	Attainment of Y6 pupils eligible for pupil premium funding	Prior year national averages for others
% reaching expected standard in reading, writing & maths		
% reaching expected standard & above in reading % working at greater depth		
% reaching expected standard & above in writing % working at greater depth		
% reaching expected standard in maths % working at greater depth		

6. Barriers to future attainment for pupils eligible for pupil premium funding in 2020-21	
A	Due to COVID-19 and the school closures, there has been significant disruption to education and EEF research shows that the gap for disadvantaged children, including those eligible for pupil premium, is estimated to now be between 11% and 75%.
B	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.
C	Some parents are inconsistent in supporting home learning e.g. regular listening to children read at home or encouraging children to complete extra learning.
D	On entry to EYFS some pupil premium children are found to have speech and language difficulties (60% of reception pupils eligible for PP and 100% of nursery PP children in 2020-21 cohort baseline).
E	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. Allocation spend to address barriers in 2020-21	
A	Additional teacher in Y6 to reduce class sizes and accelerate learning. (15% of Y6 children are eligible for PP)
B	Additional teacher in Y3 to reduce class sizes and accelerate learning. (18% of Y3 children are eligible for PP)
C	Additional TA in Y1 to support quality first teaching in class and to reduce phonic group sizes and accelerate learning. (20% of Y1 children are eligible for PP)
D	Additional TA (qualified teacher) in UKS2 to support interventions.
E	Specialist SEND HLTA to deliver Lexia and Dynamo.
F	Full time Behaviour and Family Support Worker to support vulnerable families.
G	Subsidised trips and residentials (COVID-19 restrictions allowing).
H	School uniform provided free of charge.
I	Subscription to FareShare to provide weekly food parcels to vulnerable families.

8. Expected outcomes and success criteria for Summer 2021	
A	Early Years: 80-85% of the cohort to achieve a GLD (Good Level of Development) and 6/6 (100%) of pupil premium children to achieve GLD. There are currently 6% of pupil premium children in reception. 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. Termly impact evaluation and thorough ongoing tracking and monitoring of the attainment and progress of pupil premium children in EYFS will enable all gaps to be supported.
B	Year 1 phonics screening: 90% of cohort to pass the phonics screening and 90% of the pupil premium children. Currently there are 12 pupil premium children. Termly impact evaluation and thorough ongoing tracking and monitoring of the attainment and progress of pupil premium children will enable all gaps to be supported and addressed.
C	End of KS1 (Year 2) % of pupil premium pupils to achieve expected standard: Reading 100% Writing 100% Maths 100%

	Currently there are 5 pupil premium children in this year group. Termly impact evaluation and thorough ongoing tracking and monitoring of the attainment and progress of pupil premium children will enable all gaps to be supported and addressed.
D	End of Y6 % of pupil premium pupils to achieve expected standard : Reading 86% Writing 86% Maths 86% Currently there are 9 pupils in the cohort. 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.
E	Greater Depth: 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.

9. Review of expenditure 2019-20 (approach was revised and adapted due to the COVID-19 school closures).

I. Quality of teaching for all

Desired outcome	Actions	Estimated impact	Lessons learned	Cost
<p>Curriculum to be well sequenced to maximise understanding of concepts and to build upon prior knowledge and skills.</p> <p>Curriculum to develop global skills, knowledge and understanding.</p> <p>Curriculum to engage children and empower them to see themselves as agents of change.</p>	<ul style="list-style-type: none"> ● Staff meetings to identify global themes and develop global curriculum. ● CPD for subject leaders. ● Subject staff meetings and key stage meetings to review, evaluate and redesign the curriculum for each subject. ● Y2 and Y6 to engage in the Archbishop of York's Young Leaders Award. ● Implementation of values across the school year. 	<ul style="list-style-type: none"> ● Pupil outcomes demonstrated impact. ● Pupil voice showed engagement and empowerment. 	<ul style="list-style-type: none"> ● Some fine tuning of texts for global curriculum e.g. Y2 will select a core text set in China to reflect our higher proportion of Chinese children. ● History - colonisation to be carefully considered and sensitively planned to take into account the Black perspective. ● Continue to develop each subject through staff and key stage meetings as this process was curtailed when schools closed in March. ● For 2020-21, Y3 will continue the Young Leaders Award which they started in Y2 and the key stage 2 award will move to Y5. ● Continue to introduce the values each month; 	£3000

			children were only introduced to values up until March in 2019-20.	
<p>All teaching to be of high quality. 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' and teaching assistants' practice, ensuring consistent implementation of school initiatives.</p> <p>Facilitating sharing of high quality practice.</p>	<ul style="list-style-type: none"> • All teachers to plan and carry out action research, supported by key stage leaders and disseminate findings to colleagues. • Paired observations from Spring term – learning from each other and driving the standard of teaching. • Culture of high expectations for all in all teaching observations / learning walks. • Key Stage managers continue to develop the coaching role. • Corrective teach model to ensure pupils have a rapid response to their learning and an opportunity to correct misconceptions, errors or develop further understanding. 	<ul style="list-style-type: none"> • No end of year data to report due to the COVID-19 school closure. • Paired observations unable to take place due to school closure. • Teaching over the Autumn term and Spring 1, when triangulated with pupil outcomes and work scrutiny was judged to be consistently of a high standard. • Coaching CPD for KS leaders postponed due to school closures. 	<ul style="list-style-type: none"> • Maintain excellent TA team to ensure consistency. • TAs completed comprehensive CPD package during lockdown - support TAs to apply new knowledge and skills. • Ensure TAs continue to have capacity for Corrective Teach daily. 	£3000
<p>Weekly/ half - termly homework- sessions to support children in extending their learning beyond the</p>	<ul style="list-style-type: none"> • Bug Club, Timestables Rockstars, Number Bots, School 360, Dynamo, Lexia to 	<ul style="list-style-type: none"> • High level engagement in homework. • Pupil voice questionnaire not carried out due to school 	<ul style="list-style-type: none"> • Extend the subscriptions to further develop electronic home elearning resources. 	£5000

classroom.	<p>stimulate learning – provide high quality intervention materials and engaging homework.</p> <ul style="list-style-type: none"> Project homework every other half term to further children’s interest in the topic and develop research and independent working skills. 	closure.	<ul style="list-style-type: none"> Autumn term - carry out pupil voice questionnaires with particular focus on PP children. 	
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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.	<ul style="list-style-type: none"> Deploy specialist SEND HLTA to deliver Lexia and Dynamo. Reorganise TA deployment and time to enable specific support in classroom setting. Support for daily literacy and numeracy lessons. Talk Boost intervention in EYFS to support speech and language. Purchase Launchpad for Literacy and relevant CPD to support communication and language in EYFS. 	<p>Teaching observations / learning walks throughout the year identified:</p> <ul style="list-style-type: none"> TAs well deployed in lessons and have excellent relationships with pupils. Focused regular interventions take place. Culture of high expectations and high achievement for all. 	<ul style="list-style-type: none"> Specialist HLTA has high impact delivering Lexia & Dynamo - train other TAs to deliver this. Lexia & Dynamo were easily transferred to home learning and while they did not have the same impact as when implement in school, they still provided an effective learning experience. TAs have high impact in corrective teach sessions – continue to extend this in 20-21. 	£24,000

<p>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</p>	<ul style="list-style-type: none"> ● Tapestry used in EYFS. ● Phonics workshop for reception parents. ● Establish Twitter accounts for all year groups. 	<ul style="list-style-type: none"> ● Positive feedback from families regarding Tapestry system for communication and high engagement from pupil premium families. ● Positive feedback from families regarding phonics workshop. 	<ul style="list-style-type: none"> ● Tapestry provided valuable links during lockdown and parent feedback showed it enabled relationships to continue and families still felt involved in school life. ● Continue the Tapestry system. ● Twitter accounts proved valuable during lockdown in maintaining communication and home/school relationships during lockdown and meant parents had direct communication links with teachers. However, not all families accessed Twitter - consider how to improve engagement in 2020-21 or consider a different platform e.g. Facebook. 	<p>£1000</p>
<p>Ensure highly focused group work during the daily teaching of phonics. High rate of progress in phonics.</p>	<ul style="list-style-type: none"> ● Train and deploy KS1 and KS2 TAs to deliver phonics to allow for smaller groups for targeted discrete teaching in R, Y1 and Y2. ● Implement Phonics Tracker assessment 	<ul style="list-style-type: none"> ● Consistent progress made across all phonics groups up until March 2020. 	<ul style="list-style-type: none"> ● TAs show ownership over phonics groups and have high expectations. ● Continue small group phonics in EYFS & KS1. ● Introduce phonics teaching in Y3 where needed. 	<p>£6500</p>

	system for robust tracking.		<ul style="list-style-type: none"> ● Introduce phonics booster groups for children who have developed gaps due to lockdown and school closure. 	
Ensure 'reading for success', including accurately matched phonics reading books.	<ul style="list-style-type: none"> ● Purchase phonics books. ● Train teachers and TAs to 100% match phonics books to children's level of phonological development. ● Subscribe to Renaissance Star REading to ensure accurate assessment of reading to identify gaps. 	<ul style="list-style-type: none"> ● All children able to accurately read phonics books at the relevant stage. 	<ul style="list-style-type: none"> ● There is a need for more phonics books to allow children to change them more frequently than once a week and to allow for the 'quarantine' period when books are returned from home. ● Purchase phonics books for KS2 children which are engaging and relevant. 	£5000
Whole school culture of reading for pleasure. Children love reading and make good progress in reading.	<ul style="list-style-type: none"> ● Write to parents explaining system of books for success (phonics books) and books for pleasure (colour book band books) and how to support their child with both. ● Develop core class reading texts for daily story time. ● Develop core texts to underpin the curriculum. ● School has annual visit 	<ul style="list-style-type: none"> ● Pupil voice shows children value and enjoy the opportunity to choose their own books. ● Positive feedback from children, staff and parents regarding the Pont Reading Fest and Adam Bushnell visit. 	<ul style="list-style-type: none"> ● Ensure diversity in texts and expand library of texts with BIPOC characters and written by BIPOC authors / illustrators. ● Continue to encourage use of Bug Club at home so families are confident to use it, in the event of another lockdown or period of self-isolation. 	£5000

	<p>from an author (Adam Bushnell).</p> <ul style="list-style-type: none"> • Celebrate World Book Day with Pont Reading Festival. • 			
High quality individualised support at all levels; Small group work to extend children's writing and reading skills	<ul style="list-style-type: none"> • Renew purchase of Dynamo 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"> • Lexia & Dynamo data- up to March and over lockdown? 	<ul style="list-style-type: none"> • Maintain Lexia and Dynamo to support pupils identified as those who would benefit from it as a resource eg SEND pupils 	£3500
Ensure possible barriers to learning such as absence and pastoral issues are minimised	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • There were no exclusions from school. • Parents report very positive attitudes to school. 	<ul style="list-style-type: none"> • 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. 	£24,000
Extending school hours and developing rich experiential learning experiences	<ul style="list-style-type: none"> • PP children have school visits/ trips including Y4 residential to Robin Wood paid for. • Funded access to swimming lessons, music tuition and after school clubs. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Ensure all PP children take part in trips / residential. • Ensure wide range of opportunities for extended learning for all PP children through 2020-21. • PP children offered a place in school during 	£2000

			lockdown.	
Extending Learning Time Opportunities to develop a wide range of gifts and talents. Enthusiasm and love of learning is fully developed.	<ul style="list-style-type: none"> ● Provision of a range of after school clubs including coaches brought into school and clubs run by teaching staff, TAs and external coaches. ● PP children given priority for Forest School club 	<ul style="list-style-type: none"> ● 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. ● High numbers of staff volunteering to run clubs. 	<ul style="list-style-type: none"> ● Within COVID restrictions, continue to provide high quality extra curricular learning opportunities for all pupils to encourage a love of learning and thirst for knowledge. 	£600
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.	<ul style="list-style-type: none"> ● Develop inclusion team, including SENDCo, Behaviour and Family Support Worker and SLT. ● High achievement for all is an integral part of whole school improvement plan. ● Identified school governor monitors PP progress and acts as PP champion on governing body. 	<ul style="list-style-type: none"> ● PP governor liaises with SLT to monitor progress of PP. 	<ul style="list-style-type: none"> ● Inclusion team to continue to meet half termly to plan support for vulnerable children, including PP and SEND. 	
Total identified expenditure				£ 82,600

10. Planned expenditure 2020-21

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 gaps created by the COVID-19 school closure.
- Evidence from evaluation of 2019-20 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.
- Regular meetings of the inclusion team.
- Pupil progress key stage meetings 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 2020-21

Target Area	Success criteria – what impact will look like	Action needed	By whom?	Monitoring and evaluation timescale	Grant expenditure
High achievement for all (data/ attendance)	Children make higher than average progress in highly engaging lessons. Teachers use a wide range of resources to engage all children in all lessons. Research (EEF toolkit	More able Pupil Premium children will be identified through pupil progress meetings. Clubs, visits and visitors will be identified for more able PP children (COVID restrictions allowing). Homework will be provided and parents invited to	LB, CJ, RM, EW Governor	Evaluation of data, books, planning and teaching. Pupil voice activities. Reviews of progress each half term. Formal progress meetings termly.	£6000 Pearson Active Learn – Bug Club, Lexia and Rock Stars . This reflects the commitment to use of digital technology to engage PP children

	<p>etc) is used to ensure resources, use of TAs and organisation of the classroom are highly effective.</p> <p>Full engagement with EEF research, including the materials produced in relation to 'COVID-19 catch up'..</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>Feedback is clear with live marking where appropriate. Feedback informs the beginning of the next lesson and children will have the opportunity to respond. Children are fully aware of what they have done well and what they can do to improve their work.</p> <p>All teaching is of high quality so every child enjoys their lessons and experiences success.</p> <p>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>Highly focused group work during the teaching of phonics, leading to excellent progress in phonics.</p>	<p>discuss activities with class teachers.</p> <p>Further leadership opportunities will be given to 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>HLTA to deliver Lexia & Dynamo to identified pupils. Early Bird</p>		<p>All children to make good progress by the end of the year.</p>	<p>£8,000 Small group intensive support in phonics</p> <p>£8,000 One to one and small group interventions in reading, writing and maths. Small group work to extend children's writing and maths skills.</p>
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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 Excellence is the standard, with teaching being of high quality throughout the school. Coaching by Key Stage leaders creates a culture of sharing best practice and learning from each other. This</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>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>Quality First daily teaching and sharing expertise: Setting high expectations Developing teachers' practice, ensuring consistent</p>	<p>LB, CJ, RM, EW</p> <p>Governor</p>	<p>Pupil voice activities, including looking at work with pupils.</p> <p>Coaching CPD for key stage leaders leaders.</p>	<p>£1000 Coaching CPD for KS leaders</p> <p>£15,000 (SF)</p> <p>£8000 Additional TA support</p>

<p>minimises in-school variation.</p> <p>Feedback clearly supports children in understanding next steps to further progress.</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>implementation of school initiatives. Facilitating sharing of good and outstanding practice.</p> <p>Maintain support to teachers in ensuring they provide the highest quality feedback to children. Y6 to trial new feedback policy and then roll out across school, adapting for each key stage to ensure maximum impact on progressing learning.</p> <p>Teachers to demonstrate a willingness to adapt planning, responding carefully to the needs of the children (as in line with the new feedback policy - currently draft).</p> <p>Classrooms are inspiring and support children's learning. Investment in EYFS environment across nursery and reception to develop communication and language skills.</p> <p>Y3 and Y6 to be taught English and maths in small (mixed ability) groups of 20, each with a teacher.</p> <p>Additional TA in Y1 to support in class and deliver phonics.</p> <p>Additional TA in UKS2 to deliver interventions.</p> <p>Where PP children are making slower than expected progress , implement appropriate interventions have and progress measured to determine the success of the intervention.</p> <p>Where PP children are making better than expected progress , put in place strategies to further enhance their achievements.</p> <p>Support PP children to access the wider curriculum.</p>			<p>Additional Y3 & Y6 teachers</p>
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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 e.g. evaluation and review of our global curriculum to ensure that it is relevant to our learners – incorporating visits, extra curricular opportunities (COVID restrictions allowing) 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 (COVID restrictions allowing). ● 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 skills such as communication, 	<p>LB, CJ, RM & EW 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>CPD for subject leaders to then be disseminated to staff.</p>	<p>LB ,CJ, RM, EW.</p> <p>Governor</p>	<p>Evaluation of data, books, planning and teaching. Pupil voice activities.</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>£1000 Purchase of inclusive texts.</p> <p>£1000 Access to extra- curricular clubs for PP children across school.</p> <p>£3000 Access to residential trips for Y4 &Y5</p> <p>£2000 CPD for subject leaders</p> <p>£1000 Forest School training</p>

	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 online, anti-bullying and the importance of being kind.</p>	<p>Class teachers and LSAs are able to identify PP children within classes.</p> <p>Inclusion team will identify barriers to learning and support 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. We recognise that any periods of self-isolation may impact on attendance but we continue to strive for attendance above 95%.</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>Conduct pupil voice activities with Pupil Premium children. 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 LSAs to understand the child’s barriers.</p> <p>Inclusion team to meet regularly.</p> <p>Ongoing monitoring and discussions around attendance. Close liaison with parents / carers.</p> <p>AW, LB & CJ 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>Provide PP children with free school uniform.</p> <p>Support vulnerable families with weekly food parcel from FareShare.</p>	LB. AW, CJ	<p>AW, LB, CJ to conduct pupil voice activities with PP premium children and LB, CJ, RM, EW to monitor planning, books and teaching.</p> <p>AW, LB, CJ to evaluate support and guide on the quality of relationships within lessons.</p> <p>Half termly PP review of books alongside pupil voice.</p>	<p>£200 set up files</p> <p>£24,000 proportion of AW time</p>

Total identified expenditure					£87,000
Total Pupil Premium Income (including COVID funding) for 2020/21					£84,285