

## Pupil premium strategy statement: Bewcastle Primary School

1. Summary information					
School	Bewcastle Primary School				
Academic Year	2019/2020	Total PP budget	£1320	Date of most recent PP Review	July 2020
Total number of pupils	12	Number of pupils eligible for PP	1	Date for next internal review of this strategy	July 2022

2. Current attainment			
<i>NB data not shown as cohort is 1 pupil</i>	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP (national average Y618-19)</i>
	<i>Year 6 (0)</i>	<i>Year 2 (0)</i>	
% achieving in reading, writing and maths	n/a	n/a	65
% making progress in reading	n/a	n/a	73
% making progress in writing	n/a	n/a	78
% making progress in maths	n/a	n/a	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Due to the small cohort size, there is limited opportunity for any PP children to work with other children of a similar age/ability
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>B.</b>	The rural situation of the school limits the opportunity for any PP children to meet up with other children outside of Bewcastle school

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved confidence when integrating with pupils of a similar age / ability from other local Primary Schools. An opportunity to be stretched academically in a bigger group.	Any pupils eligible for PP will demonstrate improved confidence when working with pupils from other primary schools
<b>B.</b>	PP children will make at least expected progress	Any PP children will join with pupils from Lees Hill for joint working

5. Planned expenditure					
Academic year	2020/2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased maths skills with greater application of skills to new areas/problem solving. Increased confidence and resilience in pupils.	Maths Mastery approach within a small group	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an impact of up to six months' gain. This clear split and wide variation implies that making mastery learning work effectively is challenging. (Sutton Trust).	Use quality Maths Mastery resources Within maths action plan Link to observations in school Discussions in staff meetings	Jane Howard Cat	July 2021
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Raise attainment in reading comprehension, SPAG and writing	Small group tuition delivered by Class teacher Daily 1:1 reading 1xweekly reading comprehension – support for developing inference skills and learning from mistakes Opportunity to talk about writing, to develop own planning maps, to self edit and assess, to discuss feedback	EEF toolkit Feedback – plus eight months One to one tuition – plus five months Reading comprehension strategies – plus six months	Timetable sessions Sessions delivered by experienced classroom teachers Termly planning, review and improve undertaken	Jane Howard Catherine Coulthard Class teachers	July 2021
<b>Total budgeted cost</b>					£1320

6. Review of expenditure 2019/2020				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved confidence when integrating with pupils of a similar age / ability from other local Primary Schools. An opportunity to be stretched academically in a bigger group. Bigger friendship group	Joint working/shared teaching with Lees Hill once weekly – focus on collaborative learning Plus 2x5 week blocks of Adventurous Activities with Lees Hill (only 1 block took place due to Covid-19)	1 pupil was eligible for PP. Contact school for details if required	Worked well. Unable to continue this year due to Covid-19 restrictions	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £
Raise attainment in reading comprehension, SPAG and writing	Small group tuition delivered by Class teacher Daily 1:1 reading 1xweekly reading comprehension – support for developing inference skills and learning from mistakes	Contact school for details if required	This approach will be continued	