



## Bewcastle Primary: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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  | Bewcastle Primary  |
| Number of pupils in school   | 19                 |
| Proportion (%) of pupil premium eligible pupils  | 47% (9 pupils)     |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 to 2024-25 |
| Date this statement was published  | December 2022      |
| Date on which it will be reviewed  | July 2023          |
| Statement authorised by  | M. Dixon           |
| Pupil premium lead   | M. Dixon (HT)      |
| Governor lead  | Emma James         |

### Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year                                    | £6925  |
| Recovery premium funding allocation this academic year                                 | £2000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0     |

|   |              |
|---|--------------|
| <p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p> | <p>£8925</p> |
|---|--------------|

## Part A: Pupil premium strategy plan

### Statement of intent

To ensure that all pupils, are afforded the opportunity to make good progress and achieve high attainment across all subject areas, by identifying gaps in learning from lockdowns. Whilst the Pupil Premium strategy focuses on those disadvantaged pupils, this includes those who are already high attainers.

We are committed to developing children, not just academically, but socially and emotionally too and are aware of the challenges they need to overcome that have been exacerbated by events of the last 18 months.

Small ratios of adults to children supports our teaching approach, with adults who know the children and their families really well. This supports the impact who are not disadvantaged.

The school has invested in targeted support through the National Tutoring Programme for pupils whose education we believe has been affected the most; this includes non-disadvantaged pupils.

Using our assessment data, the school will respond to individual needs and evaluate the interventions in place to ensure impact is sustained. To consolidate these concepts, we will encourage children to transfer these skills into other areas of the curriculum.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | To support those pupils whose data shows lost learning from previous lockdowns, academically, but also socially and emotionally to encourage emotional literacy. |
| 2                | To support and upskill governors to ensure they can support and challenge leaders in school and account for the impact of their actions.                         |
| 3                | As a small rural school, to be outward-looking, seek support and share good practice with schools in similar situations.   |

|   |   |
|---|---|
| 4 | To create opportunities for children to learn and interact with children in other settings to support transition to secondary 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 attainment in reading comprehension.                                     | Children who are identified as requiring catch up will begin to narrow the gaps/make required progress in their learning in order to achieve the expected standards at the end of each key stage. |
| Improved attainment in grammar and the use of vocabulary.                         | Evident in children's writing and independent assessments. Feedback in books develops children's use of grammar.  |
| Improved attainment in maths  | Children who are identified as requiring catch up will begin to narrow the gaps/make required progress in their learning in order to achieve the expected standards at the end of each key stage. |
| Children's well-being is highlighted regularly and is a focus of the whole child. | Regular well-being-based assemblies, activities and the subject of lessons, so that children are self-aware.  |

## 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: £600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

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|--|--|------|
| To provide opportunities for Year 5 and 6 children to meet and interact with peers from other primary schools. | This will allow a smoother transition to secondary school and allow children to be part of a larger setting.<br>EEF Toolkit +5 months. | 4,3  |
|  | Sporting events at William Howard Schools<br><br>Mindfulness and dance workshops at Walton Lees Hill<br>(Collaborative Learning +5)    |      |
| Contribution to annual subscription to Times Tables Rock Stars and Ed Shed                                     | EEF Toolkit+ 4 months Digital Technology.  | 1, 3 |

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

Budgeted cost: £6600

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1-1 or 2-1 tutoring Online with an experienced tutor,   | This allows staff to teach in the other children in class.<br>Assessments show that gaps are narrowing.<br>EEF Toolkit +5 months | 1                             |
| Qualified teacher (0.1) structured support for small groups – core subject intervention, where the curriculum | EEF Toolkit + 4 months small group tuition.  | 1, 3                          |

|   |   |            |
|---|---|------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>The employment of additional support staff enables targeted groups to take place.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF Toolkit - +5 months</p> | <p>1,3</p> |
|---|---|------------|

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

Budgeted cost: £1200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|  |   |                 |
|--|---|-----------------|
| <p>Enrichment</p>  | <p>Enable disadvantaged pupils the opportunity to attend visits and trips throughout the school year that they would not be able to afford without financial support from school. This will broaden pupil’s outlook, providing them with a variety of opportunities so they can make informed decisions in the future. Many visits are linked to the topics that they study. It is essential for a pupils’ own wellbeing that they experience different settings before writing about it.</p> <p>Promoting well-being through exercise is evidenced to impact on achievement in the classroom as well as enhancing social skills.</p> <p>KS2 Residential – ROCK UK (Newcastleton)<br/>Various KS1 and KS2 Trips (refer to Visits Schedule)</p> <p>EEF research – Outdoor adventure learning (+3) Collaborative leaning (+5)</p> <p>After School Choir Club (£640)<br/>EEF – Access to music (+1)</p> <p>Mindfulness and dance workshops at Walton Lees Hill<br/>(Collaborative Learning +5)</p> |                 |
| <p>Resources to be purchased to support with well- being, Maths and English and any other areas identified by staff.</p> | <p>EEF Toolkit + 7 months- Metacognition and self-regulation EEF Toolkit + 5 months- collaborative learning</p>   | <p>1, 3, 4.</p> |

Total budgeted cost: £9400

## 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 2021 to 2022 academic year.

All ability groups continue to be catered for and each child has received provision to support any barriers to learning.

Carefully targeted early intervention groups are being provided by teachers and support staff, in addition to the National Tutoring Programme to cater for the needs of Pupil Premium children; progress is assessed, monitored and tracked at Pupil Progress meetings.

Both internal and external data shows that PP children are progressing at the same rate as non-PP children, and in some cases, PP children are making similar or more progress than non-PP children.

#### IMPACT OF INTERVENTIONS:

##### Contribution to catch up funding

This has enabled targeted individual and group work to take place throughout the year. This has meant that we have been able to fill the gaps that have been left by Covid closures and has ensured that the targeted children are beginning to achieve their full potential.

##### Subscription to online resources

This has been invaluable this year in enabling all children to access home learning. Children were able to continue daily Maths and English lessons using this technology.

### 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

| Intervention          | Provider    |
|-----------------------|-------------|
| Reading Comprehension | SP Tutoring |

### 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? | N/A     |

|  |     |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |
|--|-----|



