



## Pupil premium strategy statement: Bewcastle Primary School

1. Summary information					
<b>School</b>	Bewcastle Primary School				
<b>Academic Year</b>	2019/2020	<b>Total PP budget</b>	£1320	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	14	<b>Number of pupils eligible for PP</b>	1	<b>Date for next internal review of this strategy</b>	July 2020
2. Current attainment					
		<i>Pupils eligible for PP (from July 2019- SATS)</i>		<i>Pupils not eligible for PP (national average Y6 2017)</i>	
<b>% achieving in reading, writing and maths</b>		100%		61%	
<b>% making progress in reading</b>		100%		71%	
<b>% making progress in writing</b>		100%		77%	
<b>% making progress in maths</b>		100%		75%	
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 the PP child 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 the PP child 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.	Pupil eligible for PP will demonstrate improved confidence when working with pupils from other primary schools. Thinking and reasoning to be evidenced through observations and recorded work. PP child moves from EM to EXP
<b>B.</b>	PP child will be able to identify friendships beyond school.	PP child will join with pupils from Lees Hill for joint working

5. Planned expenditure					
Academic year	2019/2020				
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?
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	EEF toolkit – pupils who participate in adventure learning make approximately four months additional progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. EEF toolkit – Collaborative Learning – The impact of collaborative approaches on learning is consistently positive – plus five months	Joint planning sessions with Lees Hill Review and reflect sessions with Lees Hill Planning with Cumbria Outdoors for Adventurous Activities Feedback from Pupil, TA, Lees Hill, Cumbria Outdoors TA to support pupils when visiting Lees Hill and when Lees Hill visit Bewcastle	Jane Howard Acting Head teacher	July 2020
<b>Total budgeted cost</b>					£1,320
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 Acting Head teacher and Classteacher	July 2020

<b>Total budgeted cost</b>					£0
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					0

6. Review of expenditure 2018/2019				
Previous Academic Year				
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
Improve attainment in Spelling Reading comprehension Maths	Small group tuition delivered by Class teacher (Ensure TA continue to be employed so small group teaching can be undertaken) 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 Teach White Rose Maths across school	5 pupils were eligible for PP In January 2019 3 pupils moved to another school One pupil is working at Em levels for Literacy and Numeracy – they made 1 years progress in 1 year One pupil achieved expected standard in all Y6 SATS	Continue to implement the approach but to develop it with joint working / collaborative learning	TA to ensure small group tuition can continue
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
				£11,200

Improved Year 6 SPAG results	Small group tuition delivered by qualified teacher using assessment and targeted teaching (Ensure TA continue to be employed so small group teaching can be undertaken)	100% of Y6 pupils achieved expected standard in Y6 SATS	Effective – individual assessment allowed for targeted teaching of weak areas.	
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
				0