



## Hexham First School Pupil Premium Strategy Statement 2021 - 2022

### Rationale

The purpose of this Pupil Premium Strategy is to set out clearly the school priorities for spending the Pupil Premium Grant for the year ahead. It does not attempt to list everything that the school intends to do. Instead, it is a single strategic document which maps out the main actions needed to secure improved outcomes for disadvantaged children and their families.

The following three documents have been used to inform Hexham First Schools Pupil Premium Strategy.

1. <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities#introduction>
2. <https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>
3. [https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

### Strategy Intent for our disadvantaged pupils

By really knowing our pupils who qualify for Pupil Premium funding we tailor our support packages to meet their individual and specific needs. We provide both direct and indirect support to pupils with the overall aim of raising their achievement, improving their wellbeing. We want to specifically address the gaps in our pupils' knowledge and skills.

1. To provide all pupils, no matter what their starting point or background, with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding entitled, Pupil Premium Funding.
2. To work in partnership with families and pupils eligible for pupil premium to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
3. To work with external partners and organisations to provide additional support for all pupils with potential barriers to learning and achievement.
4. To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on pupils' achievement and attainment.

### What is Pupil Premium?

Since April 2011, the Government has provided schools with an amount of money in addition to their budget, to address the current underlying inequalities which exist between children eligible to receive Free School Meals and their peers who are not. This money is called our Pupil Premium funding and is provided specifically for

- children from low income families who are eligible for Free School Meals
- any child who has been eligible for Free School Meals in the last six years
- children from Armed Forces families
- children who have been "Looked After" by the Local Authority i.e. supported by foster carers or in care for more than six months

It is expected that this extra funding helps schools to "close the gap" in achievement between all pupils and those seen to be disadvantaged. School's decide for themselves how to use this funding when supporting pupils in their care.

## Summary of information of pupil premium (PP) 2021 - 2022

Detail	Data
School name	Hexham First School
Number of pupils in school ( not inc Nursery)	102 ( with Nursery - 113)
Proportion (%) of pupil premium eligible pupils	37 % ( 38 children) or 36 % ( 41 children incl Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Justine Overton
Governor / Trustee lead	Fiona Armstrong

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,345 x 38 = £51110 £302 x = £906
Recovery premium funding allocation this academic year	£145 x 38 = £5510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,526

## Pupil Premium Numbers by Year group

Year group	Number of children
Nursery	3
Reception	8
Year 1	7
Year 2	6
Year 3	7
Year 4	10
<b>TOTAL</b>	<b>41 inc nursery</b>

### Planned Expenditure 2021 -2022

<b>1. Targeted academic support</b>				
Aim	Action	Why we are going to use the allocation in this way	Cost	Anticipated impact on our disadvantaged pupils
Priority 1.1- Reading	To build upon our targeted academic support in reading through RWInc so we can provide additional hours to experienced support assistants to provide high quality structured interventions	To support the progress and strengthen achievement of targeted pupils. EEF evidence indicates that small group and one to one interventions can be a powerful tool for supporting targeted pupils as part of a structured programme.	Difference between minimum and current variable hours KS2 support <b>££7120</b> KS1 support 15 - 26 ( 11 hours) <b>£7120</b> Early Years additional support ( 15 hours) <b>£6600</b>  <b>Total £20840</b>	1:1 afternoon catch up sessions to make sure that targeted children keep up with the pace of learning sounds
Priority 1.2 – Oracy, language development	To build upon our targeted academic support in language development and oracy so we can provide additional hours	To support the progress and strengthen achievement of targeted pupils  School data shows that attainment on entry into Nursery and Reception is	0.6 additional HLTAs based in Early Years to support language development <b>£14427</b>	By narrowing the gap during the EYFS we will accelerate the pace of a child's learning.

	to experienced support assistants to provide high quality structured language interventions to speed up the acquisition of speaking and listening.	lower for pupils eligible for PP than for other pupils due to poor oral language skills - this prevents sustained high attainment, resulting in lower numbers of pupils achieving greater depth at the end of KS1.	<b>Total £14427</b>	
Priority 1.3 Support children's learning in small groups - maths and English	KS2 LSA to work with upto five pupils together in a group providing support for lower attaining learners or those who are falling behind - rapid response. Also used for pre teaching prior to challenging topics or skills.	Learning in one to one and small groups is carefully linked with classroom teaching. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	Supply staff for 22 weeks £6490  <b>Total £6490</b>	Learning in small groups will help accelerate progress

**TOTAL FOR CATEGORY £42685.64**

## 2. To tackle non-academic barriers to success in school, such as attendance, behaviour, social and emotional support, enrichment experiences.

Aim	Action	Why we are going to use the allocation in this way	Cost	Anticipated impact on our disadvantaged pupils
2.1 Support emotional literacy and emotion regulation	KS 2 intervention two sessions a week - Emotional literacy and emotion regulation groups as well as reading and maths targeted intervention	To support the progress and strengthen achievement of targeted pupils	LSA time to run Sensory Circuits <b>£1200</b> SEND project - 0.1 staff  <b>Total £1200</b>	Key Vulnerable children will settle quickly into morning sessions
2.2 Provide nurture and Scaffold children's social skills and peer relationships	A Nurture club at the end of lunchtime which allows children to settle into the afternoon	The end of lunchtime can be challenging for our vulnerable children  Nurture groups provide a large number of our children with the opportunity to develop a wide variety of skills in a small group setting.	Level 3 LSA 1 hour a week <b>£676</b>	Children have an opportunity to discuss challenges, emotions and feelings  Key Vulnerable children will settle quickly into afternoon sessions

			<b>Total £676</b>	
2.3 To provide a system to monitor safeguarding, pastoral and wellbeing concerns in an effective way	Invest in CPOMS software and provide training for staff	Patterns and trends identified early and information from a wide variety of sources is stored and shared securely.	CPOMS £580  <b>Total £580</b>	Several individuals may have different parts of the jig-saw and CPOMS allows us to put the whole picture together much quicker that would previously have been possible. The range of evidence that can be easily stored on the system builds a powerful evidence trail that keeps all relevant stakeholders in the loop at all times.
2.4 Enrichment experiences	Specialist music tuition for Reception, Year 1,2,3 and 4	Part of the schools guarantee is to provide all children at Hexham First with a rich educational experience.	£800 NCC music SLA  <b>Total £800</b>	A rich and diverse curriculum enhances the learning of all children.  Extra term of swimming for those children who have not accessed swimming before.
2.5 Every child will leave Year 4 a swimmer	Swimming Booster Sessions		10 PP KS2 children swimming booster lessons £2.20 lesson x 22 weeks <b>£435</b> <b>Total £484</b>	
2.6 School trips	Hexham Abbey  Vindolanda  Robinwood  Additional trips tbc	Every child will experience several out of school visits every year. These visits will be free to all children in receipt of PP funding	      <b>c £4000</b>	We value the opportunities that school can provide in organizing visits to inspire, motivate and extend what children have been learning in class. We believe that social skills play an important part in the makeup of a successful learner which are actively encouraged in visits out of school.
2.7 Providing before and after school care for targeted pupils	Free breakfast club and after school club for targeted children	Provide respite for vulnerable pupils and their families  To ensure prompt arrival at school	Breakfast club £4.50 a session £780 x 2	Improved family support may lessen the stress felt by some of our children and their families.



		Investing in teacher's professional development to build expertise and capacity in school.  Motivated teachers to inspire learners.	BUDGET £2000	teaching has a disproportionately positive effect on disadvantaged learners too. " Marc Rowlands – An Updated Practical Guide to pupil premium 2015  Use EEF guidance
<b>TOTAL PLANNED EXPENDITURE £5250</b>				
<b>TOTAL EXPENDITURE PLANNED TO DATE FOR ALL PLANNED EXPENDITURE £57430.64</b>				

Other examples - Targeted support - phonics interventions, daily 1:1 activity with class teacher, writing interventions, careful consideration of seating, work on zones of regulation, additional reading, invited to join extra curricular clubs

### Latest Guidance from EEF "THE EEF GUIDE TO THE PUPIL PREMIUM"

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

### KEY PRINCIPLES -

#### Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

#### Evidence can help

Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches.

## **Quality teaching helps every child**

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

## **Implementation matters**

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

## **Support middle and high attainers too**

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

## **PUPIL PREMIUM MYTHS**

### **MYTH: "Only eligible children can benefit from Pupil Premium spending"**

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

### **MYTH: "The Pupil Premium has to be spent on interventions"**

There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

### **MYTH: "All data is good data"**



Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support. It might also be helpful for schools to compare the outcomes of their eligible pupils to schools serving similar populations. The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.

**MYTH: "Pupil Premium strategy can be separated from whole school strategy"**

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it. Schools may need to consider who is primarily responsible for their Pupil Premium spend to ensure it is someone best placed to lead whole school improvements to teaching and learning.

**A tiered approach to Pupil Premium spending**

**Teaching**

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

### **Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.