

Pupil premium strategy statement

Hexham First School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	60 (Reception to Year 4)
Proportion (%) of pupil premium eligible pupils	45 % (27 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Overton
Pupil premium lead	J Overton
Governor / Trustee lead	F Armstrong

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515 x 27
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40,905

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged children;

- To achieve equity by providing our disadvantaged pupils equal opportunities to access the curriculum, including opportunities to participate in educational visits
- To ensure that our disadvantaged pupils have access to cultural experiences and background knowledge that will equip them with the cultural knowledge to propel them further in their education, social development, and careers.
- To provide our disadvantaged children with the resources they need to succeed in their educational journey so they can reach their full potential
- To ensure our disadvantaged pupils are fully supported in school to ensure they are equipped with the skills and knowledge to become successful lifelong learners.

Our strategy supports our aims by;

- Using a tiered approach to spending pupil premium funding focussing on quality first teaching, targeted academic support and wider strategies.
- Using evidence-based approaches in teaching to address disadvantaged gap
- ensuring all children have equal opportunities to partake in all curricular activities both in school and beyond.
- ensuring children are supported through the provision of learning resources to support academic, physical and mental wellbeing.
- ensuring attainment and progress is monitored to ensure early support is given to children where appropriate.
- ensuring that emotional and wellbeing support is given to disadvantaged children to ensure they are on track with their peers

Key principles:

- A child's social and economic background should not determine their future life chances and opportunities.
- All children should be fully active members of the school community in all areas of school life and learning.
- All children will become confident and ambitious learners and develop a love of learning

Challenge number	Detail of challenge
1.	Assessments, both summative and formative, show that generally our disadvantaged pupils have lower attainment in phonics than their peers. Our phonics assessment results in Year 1 reveal that our disadvantaged children are disproportionately represented in the percentage that do not receive a pass. This negatively impacts their development as readers. Assessment and analysis show that there is a gap in attainment at the end of KS1 in reading.
2.	Assessments indicate that writing attainment with our disadvantaged pupils is lower than that of non disadvantaged pupils. This gap is evident from Reception onwards. Assessment data shows that this gap is narrowed as pupils journey through Hexham First school
3.	Assessments, observations and discussions with pupils indicate that there is a vocabulary and oral language gap amongst many of our disadvantaged pupils. These are evident from Reception through to Year 4 and more prevalent among our disadvantaged pupils
4.	Our assessments and observations show that a greater percentage of our disadvantaged pupils do not engage with reading activities at home. This group is less likely to enjoy reading for pleasure or have support with their reading at home.
5.	Our assessments (Pupil voice), observations and discussions with pupils, external agencies and families indicate that a high percentage of our disadvantaged pupils have experienced adverse childhood experiences that adversely affects their mental health and well being. A large proportion of our disadvantaged pupils currently require additional support with social and emotional needs.
6.	Due to the locality of our school, our disadvantaged pupils have increased barriers to and limited opportunity to learn about different cultures when compared to non-disadvantaged pupils as well as lack of enrichment activities
7.	Our assessments and observations show that a greater percentage of our disadvantaged pupils do not engage with learning times tables beyond the school day. This group is less likely to have the necessary mathematical fluency needed.
8.	Pupils in KS1 have not yet developed the fine motor skills required to access the curriculum, specifically impacting on writing. This is more prevalent among our disadvantaged pupils

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
1	To improve progress and attainment in phonics for our disadvantaged pupils	● Assessment system is robust and identifies gaps in reading / phonics. Phonics outcomes for our disadvantaged pupils in Year one are at least in line with National data.
2	Improved writing outcomes at the end of KS1 for our disadvantaged pupils	● Disadvantaged pupils make good progress with their writing
3	Improved vocabulary and oral language skills	● Assessments and observations indicate significantly improved oral language among disadvantaged pupils. ● Increased levels of confidence and engagement in lessons among disadvantaged pupils. ● Evidence in independence writing of increased range of vocabulary ● Specific targeted language interventions e.g Talking and Drawing therapy, Talk Boost result in pupils. ● Positive feedback from pupils and parents from pupils who have taken part in specific programmes or interventions. ● Evidence of practical strategies which support the development of speech and language as a result of quality CPD
4	Improved reading opportunities for our disadvantaged pupils to create greater love of reading for pleasure	Reading diary entries, observations and wider opportunities in school to read for pleasure indicate improved attitudes and motivation to read.
5	Improved wellbeing for all pupils at Hexham First School particularly our disadvantaged pupils.	● Increased engagement in learning and participation in enrichment activities, particularly among disadvantaged pupils ● A decrease in the number of incidents where pupils struggle to self-regulate and related associated behaviour incidents ● Sustained positive mental health and well being ● Pupils understand their emotions and have developed skills of self-regulation ● Positive feedback from pupils and parents from pupils who have taken part in specific programmes or interventions. ● Successful interaction and support for parents who are dealing with social and emotional issues
6	Pupils will have access to cultural experiences and background knowledge that will equip them with the cultural knowledge to propel them further in their education, social development, and careers.	● High rates of participation in educational visits ● High rates of participation in extracurricular activities ● Large variety of educational visitors invited into school ● Disadvantaged pupils have exciting learning experiences in school that they may otherwise not have had

7	Pupils' emotional and social development alongside their self-belief is much improved.	• Pupils are independent and confident and believe they can achieve • Pupils understand how they can self-regulate more effectively • Pupils have high aspirations • Pupils; attention and listening skills are improved • Social and emotional interventions will have an identifiable and valuable impact on attitudes to learning and social relationships in school.
8	KS1 pupils develop the fine motor skills required to access the full curriculum	• Specific writing interventions result in sustained improvements in writing for all pupils particularly among disadvantaged pupils • Pupils have frequent opportunities to write across the curriculum • Pupils' confidence to write increases.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29000

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
To build upon our targeted academic support in reading through RWInc and Accelerated Reader we can provide additional hours to experienced support assistants to provide high quality structured interventions.	Difference between minimum and current variable hour contracts KS2 support Total £12000	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.	1 & 2
To build upon our targeted academic support in language development and oracy so we can provide additional hours to experienced support assistants to provide high quality structured language interventions to speed up the acquisition of speaking and listening.	HLTA based in Early Years to support language Development Total £15000	Strong evidence to suggest oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impact Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1 & 2
Retaining and developing high quality staff by investing in their development	Focussed CPD for all staff including ECT Total £2000	The primary tool for narrowing gaps is high quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The	

		good news is that high quality teaching has a disproportionately positive effect on disadvantaged learners too.	
--	--	---	--

Targeted academic support (for example, tutoring, one-to-one support structured interventions) £7200

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Support emotional literacy and emotion regulation with sensory circuits programme to improve the quality of social and emotional (SEL) learning.	Staffing costs to run programme £3000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	
Support emotional literacy and emotion regulation with Lego therapy to improve the quality of social and emotional (SEL) learning.	Staffing costs to run programme £3000		
Specific KS1 writing / fine motor skills daily ½ hour intervention	Staffing costs to run programme £1200		

Wider strategies (for example, related to attendance, behaviour, wellbeing) £6800

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Providing before and after school care for targeted pupils	Free breakfast club and after school club for targeted children Breakfast club £2000	Improved family support may lessen the stress felt by some of our children and their families. Reducing stress may enable the children to learn more readily. Ensuring no child misses out on learning because of lateness	1,2,3,4,5
Enrichment experiences - Specialist music tuition for Reception, Year 1,2,3 and 4 - Part of the schools guarantee is	Ukulele lessons £1800	A rich and diverse curriculum enhances the learning of all children.	1,2,3,4,5

to provide all children at Hexham First with a rich educational experience.			
Every child will experience several out of school visits every year. These visits will be free to all children in receipt of PP funding	£2000	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	1,2,3,4,5
Contingency fund for acute issues.	£1000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5

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 2024 to 2025 academic year.

To improve progress and attainment in phonics we have used RWI assessment to monitor progress. Additional catch up sessions have been delivered. Teacher records show significant progress, although PP pupils did not pass the Phonics check at the same percentage as Non PP -something we will continue to focus on next year. Teacher voice identifies progress in pupils oracy skills and a number of disadvantaged pupils have come of Speech and Language support this year.

The focus on improving reading opportunities has had an impact. Pupil voice has shown that disadvantaged pupils are now reading at home, where they didn't previously. They are nejoying the range of books they can choose in Accelerated Reader.The TT Rockstars club before school and the increased parental awareness of TT Rockstars has resulted in 75% of PP pupils in Year 4 scoring over 20 in the MTC check.

PP pupils have been observed using breathing strategies taught in wellbeing sessions and teachers have reported a decrease in dysregulation of targeted PP pupils. The parents of the same pupils have attended courses run by the Hub. They report that these have supported them in supporting their children. The learner who has accessed young carer support has had significantly fewer period of dysregulation.

Pupils have taken part in the Hexham East project, Care Homes singing and the Lantern Parade. PP Pupil voice showed that pupils felt pride in where they come from and had deeper understanding of the role of their own families in the community.

Interventions supporting SEMH have resulted in fewer incidents of dysregulation and have also positively impacted on friendships for one of our PP learners.

There is evidence in books of opportunities to write across the curriculum for all pupils. Writing interventions for PP learners have resulted in improved confidence and an increased willingness to write.

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

Programme	Provider
RWI	
Accelerated Reader	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy.

All PP visits were free last year, including a residential trip. All PP pupils (except one) attended the residential.

PP children were offered free access to Breakfast and after school club: 10 attended free sessions over the year.