



Hexham First School



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Hexham First School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	37 % (38 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published (reviewed Dec 22)	December 2022
Date on which it will be reviewed	December 2023
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	£52630
Recovery premium funding allocation this academic year	£5800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58430

Part A: Pupil premium strategy plan

Statement of intent

Our aims for our disadvantaged children;

- To ensure there is longer term ambition in place for disadvantaged pupils and that their progress is tracked and at least as good as their peers.
- 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

Challenges

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

Challenge number	Detail of challenge
1	All pupils including disadvantaged pupils have missed a substantial amount of school due to the national lockdowns leading to gaps in knowledge and skills across the curriculum
2	There is an attainment gap between disadvantaged children and their peers in Early Years with fewer children achieving a good level of development therefore targets set are not based on prior attainment (needs rewording!)
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 (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.
5	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, compounded further due to a lack of enrichment opportunities during school closure.
6	All pupils including disadvantaged pupils have missed the opportunities to develop their social and emotional skills due to the national lockdown. Including listening skills, independence skills, gross & fine motor skills as well as self belief.

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	Gaps in learning are identified promptly and appropriate and timely interventions put in place	<ul style="list-style-type: none"> • Focussed diagnostic assessment systems are in place that address learning gaps • Impact of interventions is measurable • Intervention records and assessment data show that essential prior knowledge is taught • Knowledge organisers support the identification of areas for development in both skills and knowledge as well as support the learning • Lessons begin with “What we need to know already” sessions and plan quick recap / revision sessions. - Only if the prior knowledge is essential for them to progress. • Timely assessment of gaps in learning • Timely assessment of barriers to learning • Year group staff know their disadvantaged children and what their hooks into learning are • Teaching and support staff have a good understanding of what an equitable learning experience might look like • Pre-teaching opportunities are embedded • Pupils are given priority attention during a lesson • Pupils are given the opportunity to do home learning/homework somewhere else • Proportional representation -
	Proportional representation ensures that pupils are more confident in lessons and more pupils are involved with the wider school curriculum.	<p>At least the class disadvantaged percentage of questions in every lesson are directed towards, and answered by, PP pupils.</p> <p>At least the class disadvantaged percentage of speaking roles in our (virtual) school assembly are taken by PP pupils.</p> <p>At least the class disadvantaged percentage of membership in every club in our school is taken by PP pupils.</p> <p>At least the class disadvantaged percentage of helpers at any 'event' in our school are PP pupils.</p>
2	Improved vocabulary and oral language skills	<ul style="list-style-type: none"> • 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, Lego therapy, Talk

		<p>Boost result in improved oral language among disadvantaged pupils.</p> <ul style="list-style-type: none"> • 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
3	Improved wellbeing for all pupils at Hexham First School particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • 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.
4	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.	<ul style="list-style-type: none"> • Pupils have high aspirations • 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
5	Pupils' emotional and social development alongside their self belief is much improved.	<ul style="list-style-type: none"> • 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.
6	KS1 pupils develop the fine motor skills required to access the full curriculum	<ul style="list-style-type: none"> • 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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40917

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
To build upon our targeted academic support in reading through RWInc and maths through 1st class @ number so 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 £9045 KS1 support £4695 KS1 support £800 EYFS support £9045 Total £23585	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.	0.6 additional HLTAs based in Early Years to support language development £15,582	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 £1000	"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." <i>Marc Rowlands – An Updated Practical Guide to pupil premium 2015</i>	All
CPD for staff ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	National College Membership £750	EEF Pupil Premium Guidance 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.	All

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

Budgeted cost: £4380

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 £2400	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2,3, 5& 6
Specific KS1 writing / fine motor skills daily ½ hour intervention	Staffing costs to run programme £1200	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.	2 & 6
Talking and Drawing Therapy - staffing costs	Staffing costs to run programme £780	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.	5

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

Budgeted cost: £ 10685

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
To continue to provide a system to monitor safeguarding, pastoral and wellbeing concerns in an effective way	CPoms annual fee £685	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.	3 5 & 6
Providing before and after school care for targeted pupils	Free breakfast club and after school club for targeted children Breakfast club £4.50 a session £4000	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	3 & 5
Enrichment experiences - Specialist music tuition for KS2 children Part of the schools guarantee is to provide all children at Hexham First with a rich educational experience.	£1000 - ukulele lessons	A rich and diverse curriculum enhances the learning of all children.	1,2,3,4,5
Every child will experience several out of school visits every year. These visits will be free to all children in receipt of PP funding	£4000	We value the opportunities that school can provide in organising 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.	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 & 6

Educational Resources purchased to support the plan

Budgeted cost: £ 2448

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
RWI	£1600	Access to the RWI portal is essential in providing high quality CPD for teachers and support staff and an essential tool in assessing gaps in phonic knowledge.	2 5 6
Access Art curriculum	£96	Full curriculum programme of study to provide high quality CPD and detailed art planning for staff ensuring progression from Early Years to Year 4	2 5 6
Projects on a page	£81	Full curriculum programme of study to provide high quality CPD and detailed design and technology planning for staff ensuring progression from Early Years to Year 4	
Times Table Rockstars	£102	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.	2 5 6
Language Angels	£212	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.	2 5 6
<i>Kapow PSHE scheme</i>	£196	Kapow PSHE programme of study - Full curriculum coverage across five topics: Family and relationships, Health and wellbeing, Safety and the changing body, Citizenship, Economic wellbeing	1 2 3 4 5
<i>Salford Reading TEst</i>	£161		1 2 3 4 5

Total budgeted cost: £58430

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.

Attendance (pre and post Covid) is good with almost all children arriving at school on time, all of the time. When this is not the case, the school takes appropriate, swift and effective action to rectify the situation and overall attendance at the end of the academic year 21/22 was good.

Consistency in high quality interaction across early years class improved oral language and vocabulary resulting in all but three children achieving their Early Learning goal in communication and language. Story session modelling by teachers - parents invited. eg. Library and wood visit helped parents have a deeper understanding of oral storytelling and language so they could further support children at home.

Staff training on vocabulary - specifically teaching tier 2 words helped close the gap between disadvantaged children and their peers.

Senco release time meant that S and L referrals for specific children were timely. Targeted language interventions .

Zones of regulation resulted in more children being able to confidently identify and manage their feelings Sensory circuit intervention improved identified children's ability to focus concentration in readiness for the day's learning as well as encouraging the development of their sensory processing skills.

Read, Write, Inc phonics training via continued access to the training portal ensured that the phonic programme was followed carefully ensuring that the teaching of phonics was high quality and met the needs of the children in early years through to Year 3. Outcomes were higher than expected taking the gaps in children's learning into consideration. Additional LSA hours ensured highly effective small group tuition in place throughout school.

Bespoke CPD via the National College resulted in highly skilled teachers and support staff delivering specific teaching to close gaps

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
Read Write Inc	
White Rose Maths	
Kapow PSHE scheme	
Access Art	
Projects on a page	
Salford Reading Assessment	

Further information (optional)

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

We have developed strong links with local establishments close to Hexham First School for example the Queen's Hall art centre that enrich our curriculum. We also provide support for families in need of food through the community grocery store, number 28 and Tesco's in Hexham. We are part of the mental health trailblazers project where early pre-referral cases are reviewed quickly to support children's mental health and well being. We have a renewed focus - post pandemic on developing children's character through a range of leadership opportunities for children - school council, eco council, young leaders sports programme as well as Intergenerational activities.