



## 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 ( not inc Nursery)	113
Proportion (%) of pupil premium eligible pupils	36 %
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	J Overton
Pupil premium lead	J Overton
Governor / Trustee lead	F Armstrong

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49765
Recovery premium funding allocation this academic year	£5365
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	£56,036

# 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

## 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	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
3	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.
4	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.
5	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.
6	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	Gaps in learning are identified promptly and appropriate and timely interventions put in place	<ul style="list-style-type: none"> <li>• Assessment system is robust and identifies gaps in learning</li> <li>• Intervention records and assessment data show that essential prior knowledge is taught</li> <li>• Knowledge organisers support the identification of areas for development in both skills and knowledge as well as support the learning</li> <li>• 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.</li> </ul>
2	Improved vocabulary and oral language skills	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>• Increased levels of confidence and engagement in lessons among disadvantaged pupils.</li> <li>• Evidence in independence writing of increased range of vocabulary</li> <li>• Specific targeted language interventions e.g Talking and Drawing therapy, Lego therapy, Talk Boost result in improved oral language among disadvantaged pupils.</li> <li>• Positive feedback from pupils and parents from pupils who have taken part in specific programmes or interventions.</li> <li>• Evidence of practical strategies which support the development of speech and language as a result of quality CPD</li> </ul>
3	Improved wellbeing for all pupils at Hexham First School particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Increased engagement in learning and participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• A decrease in the number of incidents where pupils struggle to self regulate and related associated behaviour incidents</li> <li>• Sustained positive mental health and well being</li> <li>• Pupils understand their emotions and have developed skills of self regulation</li> <li>• Positive feedback from pupils and parents from pupils who have taken part in specific programmes or interventions.</li> </ul>

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"> <li>• Pupils have high aspirations</li> <li>• High rates of participation in educational visits</li> <li>• High rates of participation in extracurricular activities</li> <li>• Large variety of educational visitors invited into school</li> <li>• Disadvantaged pupils have exciting learning experiences in school that they may otherwise not have had</li> </ul>
5	Pupils' emotional and social development alongside their self belief is much improved.	<ul style="list-style-type: none"> <li>• Pupils are independent and confident and believe they can achieve</li> <li>• Pupils understand how they can self regulate more effectively</li> <li>• Pupils have high aspirations</li> <li>• Pupils' attention and listening skills are improved</li> <li>• Social and emotional interventions will have an identifiable and valuable impact on attitudes to learning and social relationships in school.</li> </ul>
6	KS1 pupils develop the fine motor skills required to access the full curriculum	<ul style="list-style-type: none"> <li>• Specific writing interventions result in sustained improvements in writing for all pupils particularly among disadvantaged pupils</li> <li>• Pupils have frequent opportunities to write across the curriculum</li> <li>• Pupils' confidence to write increases.</li> </ul>

## 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: £ 40767

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 £7120 KS1 support £7120 EYFS support £6600  Total £20840	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 HLTA based in Early Years to support language development £14427	Strong evidence to suggest oral language interventions such as high quality classroom discussion, are inexpensive to implement with high impact  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2
Retaining and developing high quality staff by investing in their development	Focussed CPD for all staff including ECT £1000 Talk for Writing training £750 for all teaching staff	"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
<i>Additional Early Years Leadership time so that our two EYFS teachers have time to work together to plan the EYFS curriculum -</i>	£3000	Year group partners having time to work collaboratively on planning, assessment and learning ensures that key progress information is shared .	5

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

Budgeted cost: £4800

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):  <a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	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 £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.	5

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

Budgeted cost: £ 8380

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 £580	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 £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	3 & 5
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	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 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.	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: £ 2153



Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
RWI	£1300	Due to the changes in staffing in recent years new members of the EYFS team will be fully trained in the use of RWI - access to the portal is essential for this	2 5 6
Nessy Subscription	£375	Spelling intervention	2 5 6
Times Table Rockstars	£94	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	£199	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>	£185	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

**Total budgeted cost: £ 56,100**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our number of disadvantaged pupils increased by 14 children during the Covid 19 pandemic. We have monitored the impact of the support given last year compared to our forecasted results and it has shown that disadvantaged children are achieving at a slightly lower rate than in previous years and compared to their peers. We were fortunate to have had extremely high levels of engagement during the COVID19 related school closures. This was due to excellent channels of communication with families, a dedicated pastoral support staff member and daily contact with children. Class Dojo School and class story was used extensively alongside Google classrooms in K2. Children engaged with online learning and our blended approach ( paper based home learning packs and online learning) met the needs of our families and enabled staff to feedback to children regularly. Access to IT for our disadvantaged pupils was a priority and this enabled them to access online learning. Resources to support learning - e.g: reading books and maths games were provided weekly. The curriculum was adapted so that parents could use resources frequently found at home to reinforce scientific and mathematical concepts and we continued to provide learning opportunities across a wide range of subjects throughout the pandemic . Regular check-ins with key vulnerable children and their families supported their mental health and well being as well as a range of whole school projects.

Some disruption to learning occurred when KS bubbles had to close due to Covid outbreaks and staffing shortages due to family bereavement impacted us and some families had experienced personal difficulties throughout the pandemic which had impacted on their child's anxiety levels for example - loss of employment and financial worries.

Teachers have been proactive at identifying gaps in learning and subject leaders have a good overview of aspects of their curriculum not taught

Children's mental and physical wellbeing were supported throughout the year through our supportive school ethos. All staff completed the Place2Be mental health training along with friends resilience training so that they were well equipped to support children on their return to full time education in September 2021.

### 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	

## 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.