

# Hexham First School Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 - 2025 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)   | 80                  |
| Proportion (%) of pupil premium eligible pupils   | 35 %                |
| 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 2024      |
| Date on which it will be reviewed   | September 2027      |
| Statement authorised by   | J Overton           |
| Pupil premium lead  | J Overton           |
| Governor / Trustee lead   | F Armstrong         |

## Funding overview

| Detail  | Amount         |
|---|----------------|
| <b>Pupil premium funding allocation this academic year</b>  | <b>£39,960</b> |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0             |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£39,960</b> |

# 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

| 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   |

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

## Attainment Data for disadvantaged pupils.

| <u>GLD</u>             | 2021 - 2022 | 2022- 2023   | 2023 -2024    |
|------------------------|-------------|--------------|---------------|
| GLD HEXHAM FIRST       | 50 %        | 71 % (10/14) | 80 % (12/15)  |
| GLD national           | 65.2%       | 67.2%        | 67.7 %        |
| GLD northumberland     |             |              | 69.3 %        |
| Disadvantaged HFS      | 38 %        | 50 % (2 / 4) | 80 % ( 4/5)   |
| Children with SEND HFS |             |              | 50 % ( 1 / 2) |

| <u>Year 1 Phonics</u>  | 2021 - 2022 | 2022- 2023   | 2023 -2024      |
|------------------------|-------------|--------------|-----------------|
| PHONICS HFS            | 69 %        | 91 % (10/11) | 85 % ( 11/ 13 ) |
| PHONICS national       | 75 %        | 79 %         | 80.3 %          |
| PHONICS Northumberland |             | 81 %         | 80.4 &          |
| Disadvantaged HFS      |             | 83 % ( 5/ 6) | 50 % ( 2 / 4)   |
| Children with SEND HFS |             | 83 % ( 5/ 6) | 67 % ( 4 / 6)   |

## 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.

|   | <b>Intended outcome</b>  | <b>Success criteria</b>   |
|---|--|---|
| 1 | To improve progress and attainment in phonics for our disadvantaged pupils | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| 2 | Improved writing outcomes at the end of KS1 for our disadvantaged pupils   | <ul style="list-style-type: none"> <li>Disadvantaged pupils make good progress with their writing</li> </ul>  |
| 3 | 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, Talk Boost result in</li> </ul> |

|   |   |  |
|---|---|--|
|   |   | <p>improved oral language among disadvantaged pupils.</p> <ul style="list-style-type: none"> <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>   |
| 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 multiplication fluency for our disadvantaged pupils and more parental support.   | Increased parental engagement to support learning of multiplication tables at home   |
| 6 | 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> <li>• Successful interaction and support for parents who are dealing with social and emotional issues</li> </ul> |
| 7 | 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>  |
| 8 | 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>   |
| 9 | 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: **£24664**

| 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<br>KS2 support £8000<br>K<br><br>Total £8000 | 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.   | <b>1 &amp; 2</b>              |
| 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. | Additional support staff based in Early Years to support language development<br><br>Total £14664           | Strong evidence to suggest oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impact<br><br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  | <b>1 &amp; 2</b>              |
| Retaining and developing high quality staff by investing in their development   | Focussed CPD for all staff including ECT<br><br>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." <i>Marc Rowlands – An Updated Practical Guide to pupil premium 2015</i> | <b>All</b>                    |

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

Budgeted cost: **£3600**

| 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<br><br>£2400 | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic | <b>2,3, 5&amp; 6</b>          |

|  |  |  |                  |
|--|--|--|------------------|
|  |  | performance, attitudes, behaviour and relationships with peers):<br><br><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a> |                  |
| Specific KS1 writing / fine motor skills daily ½ hour intervention | Staffing costs to run programme<br><br>£1200 |  | <b>2 &amp; 6</b> |

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

Budgeted cost: £ 8580

| 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<br>£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<br>Breakfast club<br><br>£2000 | Improved family support may lessen the stress felt by some of our children and their families.<br><br>Reducing stress may enable the children to learn more readily.<br><br>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. | Ukulele lessons<br><br><br>£1000   | 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  | <br><br><br>£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   | 1,2,3,4,5                     |

|                                    |       |  |              |
|------------------------------------|-------|--|--------------|
|                                    |       | encouraged in visits out of school.  |              |
| 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: £ 1963

| 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                         |
| Times Table Rockstars                                   | £94          |  | 2 5 6                         |
| Language Angels   | £199         |  | 2 5 6                         |
| <i>Kapow PSHE scheme</i><br><i>Kapow Science scheme</i> | £185<br>£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: £ 38807**



## 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 2023 to 2024 academic year.

Close monitoring of progress and attainment of our disadvantaged pupils to ensure quick action is taken where inadequate progress is made.

Consistent approach to teaching phonics with RWI and CPD for staff significantly improved outcomes Year on Year.

PP money has successfully supported children's engagement in trips and visits, including residential trips.

PP money has funded several places at our breakfast club, supporting parents and securing good attendance.

The attainment of disadvantaged children is largely in line with non disadvantaged children

### 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.