

Wooler 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	Wooler First School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	19.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M Deane-Hall
Pupil premium lead	V Symons
Governor / Trustee lead	D Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17140
Recovery premium funding allocation this academic year	£1000
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	£18140

Part A: Pupil premium strategy plan

Statement of intent

At Wooler First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences
- Provide opportunities for pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils have fallen behind due to the Covid19 Pandemic. Our assessments and observations indicate that the education and well being of many disadvantaged children have been impacted by partial school closures, to a greater extent than other pupils. These findings are supported by national studies. This resulted in significant knowledge gaps leading to pupils falling further behind age related expectations in Maths and English.
2	Many disadvantaged pupils experience emotional disadvantage which impacts on their mental health and well being. Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
3	Some parents do not support home learning well e.g. do not listen to their child read. Observations and monitoring of home learning, especially during school closure, suggest limited support was available for some children at home. This particularly affected disadvantaged pupils.
4	Disadvantaged pupils across our setting generally have lower speech, language and communication skills. Assessments, observations and discussions with pupils and families indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to Y4 and in general are more prevalent among our disadvantaged pupils than their peers.
5	Low self-esteem and low aspirations in some disadvantaged pupils. Socio-economic and geographical restrictions, during school closures especially, have limited the wider experience of pupils. Consequently this has impacted negatively on their motivation and engagement of pupils to learn. This has particularly affected 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
Disadvantaged pupils will make at least expected progress in Maths and English.	Standardised assessments throughout the year will show progress for disadvantaged pupils overtime. A higher percentage of disadvantaged pupils will meet the expected standard in Maths and English.
Disadvantaged pupils are access resources and activities to promote their self esteem and emotional well being.	Evidence of resources and activities being accessed by disadvantaged pupils.
Disadvantaged pupils will be supported to engage with home learning. Disadvantaged pupils will also be listened to read and supported in homework activities at school.	Teacher records indicate better engagement of families with learning activities provided for home. Records indicate disadvantaged children read regularly to staff in school and have opportunities to complete home learning tasks with support.
Disadvantaged pupils will be supported to access opportunities to enhance their life experiences and develop their aspirations.	Children access opportunities available to them e.g. trips & visits, curriculum enhancements and clubs.

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: £ 125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including teaching for mastery training)	The DfE non-statutory guidance has been produced in conjunction with the national centre for excellence in the teaching of Mathematics, drawing on evidence based approaches. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance is based on a range of the best available evidence. Improving mathematics in KS2 and 3.	1
Enhancement to our teaching of phonics, reading, vocabulary and writing. We will fund teacher release time to attend and embed key elements of training.	The EEF review of evidence on impact of approaches indicates that developing the teaching of phonics, reading comprehension strategies and oral language impact positively on outcomes for children.	1, 4

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

Budgeted cost: £ 25881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the national tutoring programme to provide a blend of tuition and mentoring and school led tutoring for pupils whose education has been most impacted by the Pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p>Evidence from the EEF indicates one to one tuition has a high impact for a moderate cost and small group has a moderate impact for a moderate cost.</p>	1, 3
<p>Small group phonic sessions for Early Years and KS1.</p> <p>We will fund TA support to enable small group phonics to take place.</p>	<p>The EEF identifies focus on the teaching of phonics as a strategy that has a high impact for a low cost.</p> <p>Evidence from the EEF also indicated small group has a moderate impact for a moderate cost.</p>	1,3
Targeted support of disadvantaged pupils in Maths and English lessons with deployment of TA's	<p>Targeted support for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Evidence from the EEF also indicated small group has a moderate impact for a moderate cost.</p>	1,3
Teachers provide regular targeted questioning, support and feedback for disadvantaged pupils.	<p>Targeted support for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Evidence from the EEF indicates the impact of feedback to be very high.</p>	1,3
Deployment of TA's to deliver targeted speech, language and communication sessions both 1:1 and in small group.	Evidence from EEF indicates oral language intervention has a high impact.	1,4

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

Budgeted cost: £ 11,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Employment of Forest School leader to deliver regular sessions.	<p>Evidence from the Forest Research project suggests Forest School makes a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	2,4,5
Funding for disadvantaged children to access extracurricular activities e.g. 1:1 music tuition, penny whistle club, football club	<p>Evidence from EEF</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	1, 5
Funding for trips, visits and visitors to school.	Evidence suggests this exposes pupils to new experiences and can increase interest and engagement and can result in affective gains such as more positive feelings toward a subject.	1, 4, 5

Total budgeted cost: £ 37,260

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.

Outcomes for Pupil Premium children 2020-2021 based on Teacher Assessment, informed by standardised testing.

Phonics - 75% achieved the expected standard

Reading - 58% achieved expected standard

Maths – 74% pp children achieved at or above expected standard

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. During the periods of school closure many disadvantaged children attended setting, while others who completed home learning were offered laptops and data devices to support them in accessing what they needed. Those at home received regular phone calls to check in from teaching staff.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
PUMA & PIRA standardised assessments	Rising Stars & RS Assessment

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents..

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's Teaching and Learning Toolkit to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.