



# 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	Rothbury First School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Cheryl Auld & Helen Duffield
Pupil premium lead	Cheryl Auld & Helen Duffield
Governor / Trustee lead	David Owen

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,175
Recovery premium funding allocation this academic year	£2,175
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	£24,350

# Part A: Pupil premium strategy plan

## Statement of intent

At Rothbury First School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our intention is that all of our pupils have access to an exciting and engaging curriculum and that, irrespective of their background, they make good progress and have high achievement across all subjects.

We have a number of ultimate objectives for our disadvantaged pupils:

- To remove barriers to learning that are created by poverty, family circumstance and background.
- To narrow the attainment gaps between them and their non-disadvantaged peers
- To ensure they are able to read fluently and with good comprehension to enable them to access our curriculum
- To develop confidence in their ability to communicate effectively in a wide range of contexts
- To enable them to look after their social and emotional wellbeing and to develop resilience.

There are a number of ways we aim to achieve our objectives:

- To provide our teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately addressed and assessed.
- To ensure that Pupil Premium funding will be regularly reviewed so that it meets the identified and emerging needs of the children. This means that eligible children will access interventions when required.
- To provide targeted intervention and support to quickly address identified gaps in learning
- To develop reading skills so that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- To provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- To ensure that all pupils have access to trips, residential and first hand learning experiences

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, lesson observations and discussions with staff and pupils indicate underdeveloped language skills and vocabulary gaps among a significant proportion of the pupil population. These gaps are evident from Nursery through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Phonics assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
3	Assessments, lesson observations and discussions with staff and pupils indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments, lesson observations and discussions with staff and pupils indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social contact, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment

## 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
Improved levels of language and communication in the EYFS.	Children are able to communicate more confidently. Speaking and listening skills are improved with a growing vocabulary.
Improved teaching, resourcing and assessment of phonics leading to improved outcomes for pupils in phonics, reading and writing	Improved Phonics Screening results, in line with National Averages. Improved Read Write Inc assessment results. Children in all year groups will be reading with greater accuracy and fluency
Narrow the gaps in Maths by developing children's basic Maths skills.	Improved Maths outcomes in all year groups. Children are more confident in their

	knowledge and understanding of basic maths skills.
Emotional and social support for children so that they can confidently access all areas of the curriculum.	Children are accessing the social and emotional support that they need, when they need it. Children have the vocabulary to express their emotions. Emotional and social barriers are removed so that children are able to confidently access the curriculum.
Development of the children's writing skills and their resilience to enable them to write at length.	Children have a greater understanding of how to write and are more confident in writing at length. Children and writing at length more frequently.

## 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: £3,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review
Emotional Literacy Support Assistant (ELSA) £600	ELSA training would enable designated staff to deliver a course which would support children in dealing with difficulties such as social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.	5 & 6	Our HLTA has been trained and is delivering a weekly session of ELSA. The impact of these interventions is just beginning to be evident.
Read Write Inc £1000	Read Write Inc is a consistent, rigorous and dynamic literacy programme to teach EVERY child to read by the age of six. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme. The programme has been proven to be a very successful method of teaching every child to read and write using phonics. Evidence of this can be found in the Ofsted Report: Reading by six: how the best schools do it.	2	Children are making good progress in phonics. Unfortunately RWI staff training has not been available, so we have delivered some in-house training using our RWI trained and experienced staff.
Playleader Training £1500	The investment in Playleaders opportunities should help to provide stability to children when they most need it and equip them with strategies to cope at difficult times, thus enabling them to benefit from and enjoy their learning whilst at school.	1,5 & 6	Play leaders equipment has been purchased and playtime supervisors have been cascading their knowledge to less familiar staff
Talk Boost £500	Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in	1	Talk Boost has been running with children in KS1. This has

	Reception classes. Talk Boost provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention.		been a carefully targeted group. Progress has been evident even though the full ten week intervention was incomplete. This will be continued next term.
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,250

Activity	Evidence that supports this approach (Sutton Trust)	Challenge number(s) addressed	Impact Review
<p>Feedback time regularly built into school day.</p> <p>Feedback time for staff to work 1:1 or in a small group. Focus- feeding back on work done so far- working together on corrections and next steps. Focus on writing.</p> <p>£3,300 - Minimal impact on class as TA to cover</p>	<p>High Impact, Very low cost, based on moderate evidence + 8 months</p> <p>Potential impact - Improved writing outcomes, in particular, for those working below expected.</p>	3	This process of feedback and corrections is well embedded in school, particularly from Year 2 onwards.
<p>Interventions to deliver pre-learning, extra learning\ consolidation of reading, writing, maths</p> <p>Focus on year 2 to achieve their potential aspirations for literacy and numeracy.</p>	<p>Low impact, moderate cost, based on moderate evidence + 2 months</p> <p>Potential impact - Best outcomes for pupils. Support for families. Increased self esteem for pupils.</p>	2, 3 & 4	Interventions were heavily focussed on the Year 2 cohort and therefore some have made better progress than predicted.

Ongoing interventions for Year 3/4 children. £4,200			Interventions were carried out with Year 4 to help fill the gaps in Literacy and Maths and work on transition to Middle School
Support phonics and reading skills. Continued provision of resources and training to support literacy initiatives Reading interventions for those children who are not working at Age Related Expectations. Provision of RWInc materials, training and resources. £3,000 TA support.	Moderate impact, very low cost, based on extensive evidence + 4 months Potential impact - Improved reading outcomes, particularly for those working towards age related expectations.	2	Further Read Write Inc books have been purchased to support with reading at home. These texts have been linked to those that the children are reading in their group in school. One of our TA's has been trained in NTP and has been delivering high quality intervention in Literacy and Maths.
Provision of parent workshops to support Reading, Writing and Maths Teaching staff to provide workshops to support parents in how to support their child at home with Reading, Writing and Maths focussing on the End of Year Expectations £300 for staff time and resources to be sent home to parents	Moderate impact, moderate cost, based on moderate evidence + 3 months Potential impact - Improved parental support Homework completed High pass rate for phonics. Good progression in phonics (assessed by RWInc) Greater understanding of new approaches to Maths teaching.	2, 3 & 4	Reading workshops have taken place for the parents of the younger children in school. Maths and Literacy workshops were organised for parents although few attended. Resources were sent home
Talk Boost for KS1 Communication and language skills are an area of increasing	Moderate impact, very low cost, based on extensive evidence + 5 months Potential impact - Pupils leave KS1 with improved	1	Talk Boost has been running with children in KS1. This has

concern amongst our pupil intake, past experience shows that this is an effective intervention £775	levels of communications skill and ability to access the curriculum are enhanced		been a carefully targeted group.
Communication and language interventions for Early Years and KS1 1:1 A number of individual children in Early Years and KS1 require 1:1 tuition daily to work on speech, language and communication targets £2075	Moderate impact, very low cost, based on extensive evidence + 5 months Potential impact - These pupils will be better able to access the full curriculum as speech, listening and attention skills improve.	1	Our EY TA has completed Talk Boost training and delivered sessions. Speech and Language sessions have been timetabled to ensure this takes place.
Teaching Assistant to support children across all key stages to narrow the gaps in learning Small group interventions to narrow the skills gap particularly in reading, writing and maths across EYFS, KS1 and KS2 £2600	Low impact, high cost, based on limited evidence + 1 month Potential impact - Improved reading, writing and maths outcomes, in particular, for those working below expected.	2, 3 & 4	One of our TA's has been trained in NTP and has been delivering high quality intervention in Literacy and Maths. All classes have had access to intervention throughout the year.

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review
Support children in their mental Health and Wellbeing Staff training in Emotional Literacy	Moderate impact, moderate cost, based on extensive evidence + 4 months Potential impact - The emotional, social and	5 & 6	Our HLTA has been trained and is delivering a weekly session of ELSA. The impact of these



<p>Support (ELSA) Time allocated to prepare resources and deliver sessions.</p> <p>Small group work to provide emotional, social and psychological support</p> <p>£1,100 ELSA</p> <p>Training for Mental Health and Wellbeing Lead</p>	<p>psychological needs of children will be supported and capacity for learning will improve.</p> <p>Improvement in self esteem and social and friendship skills.</p>		<p>interventions is just beginning to be seen.</p>
<p>Swimming lessons are offered to all children and we subsidise the cost of lessons (Summer Term)</p> <p>Ensuring that all children participate ensures equity.</p> <p>Sports participation adds a different dimension to learning and success.</p> <p>£200</p>	<p>Low impact, moderate cost, based on limited evidence</p> <p>+ 2 months</p> <p>Potential impact -</p> <p>Children can be proud of their achievements, raising self esteem and levels of independence.</p>	5 & 6	<p>All children have been able to partake in swimming this academic year building on skills previously taught.</p>
<p>The investment in Playleaders opportunities should help to provide stability to children when they most need it and equip them with strategies to cope at difficult times, thus enabling them to benefit from and enjoy their learning whilst at school.</p> <p>£600</p>	<p>Moderate impact, moderate cost, based on extensive evidence</p> <p>+ 4 months</p> <p>Potential impact -</p> <p>The mental wellbeing and social needs of the children will be supported.</p> <p>Improvement in self esteem and social and friendship skills.</p>	5 & 6	<p>Playleader training took place and the Y4 children took on this role in the playground supporting the other children in school. WR lead the training and managed the organisation of this.</p>
<p>Subsidies are made to the costs of all trips throughout school</p> <p>Educational activities out of</p>	<p>Low impact, low cost, moderate evidence</p> <p>+ 2 months</p> <p>Potential impact -</p> <p>Pupils will have wider experience of the world and of a range of educational</p>	5 & 6	<p>Trips have been subsidised by school and by the PTA.</p>

<p>school enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the subsidy ensures equality of opportunity in access to these experiences</p> <p>£800</p>	<p>opportunities, opening minds to the learning possibilities of the world at large.</p>		
<p>Subsidies are made to the cost of music tuition</p> <p>To provide the opportunity for disadvantaged pupils to learn to play a musical instrument.</p> <p>£200</p>	<p>Low impact, low cost, moderate evidence</p> <p>+ 2 months</p> <p>Potential impact - Pupils will gain access to music tuition. Increased self-esteem, broadened horizons. Some pupils may take on further musical experiences.</p>	5 & 6	<p>Music tuition fees have been paid for children who have requested 1:1 or small group tuition.</p>
<p>Subsidies for educational visitors to school.</p> <p>Educational activities enhance the curriculum by developing transferable learning skills, broadening experiences and developing a love of learning from a range of contexts, the subsidy ensures equality of opportunity in access to these experiences</p> <p>£1000</p>	<p>Low impact, low cost, moderate evidence</p> <p>+ 2 months</p> <p>Potential impact - Pupils will have wider experience of the world and of a range of educational opportunities, opening minds to learning possibilities.</p>	5 & 6	<p>Kielder Observatory staff visited school.</p> <p>Author visits</p> <p>Bikeability for all year groups</p> <p>Library visit for all children</p>
<p>Enterprise workshops for all pupils</p> <p>Primary Enterprise world Training.</p> <p>Reception - Year 4</p>	<p>Very low impact, moderate cost, based on limited evidence</p> <p>Potential impact - Pupils understand the value of money/ more about jobs and responsibilities.</p>	5 & 6	<p>Enterprise workshops were enjoyed by all children who gained experience of</p>

Fundraising - Summer Fair £600			money and budgets.  Postponed this year.
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**Total budgeted cost: £ 21,600**

## 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. Our internal assessments during 2020-21 showed that a proportion of our disadvantaged pupils made less progress than their non-disadvantaged peers. This was evident in all key stages. Our assessments have also shown that a proportion of our key stage one pupils did not make as much progress as would normally be expected. We believe this was down to the impact of school closures during the pandemic, meaning that some of our pupils were not able to access all of the targeted interventions that were intended during the year nor did some of our younger children access some of the early learning experiences during periods of lockdown. Our teacher assessments and observations also indicate that pupil well-being and mental health were significantly impacted during 2020-2. This is mainly due to issues caused by the pandemic.

### 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
TT Rockstars play.ttrockstars.com	play.ttrockstars.com
Seesaw (online Platform)	<a href="https://web.seesaw.me">https://web.seesaw.me</a>

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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