



# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 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	Rothbury First School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	July 2024
Date on which it will be reviewed	July 2025
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	£25,715
Recovery premium funding allocation this academic year	£725
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	£26,440

# 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 below that of non-disadvantaged pupils.
5	Our assessments and observations indicate that the education and wellbeing of some 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.
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. 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	ELSA has been delivered to small groups of children with a positive impact. Children have been selected for this group based on their needs and this is identified in support plans.
Mental Health Support (Senior Mental Health Lead)	Support from a specialist Mental Health lead would support both the children and staff.  This will have a positive impact upon attendance.  This will also improve the children's ability to learn and attitude to learning.  There will be an improvement in their social interactions with each other.	5 & 6	Mental health surveys have been completed with the children  Smooth Moves workshop has been delivered by the Attendance team to Y4
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:	2	All staff delivering RWI have been fully trained.

	Reading by six: how the best schools do it.		
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 leader training has taken place. Outdoor playtime equipment was purchased. Playtimes are well led and managed by staff and Y4 children.
Talk Boost £500	Talk Boost KS1 is a targeted intervention for 4-7 year old children with language that is delayed, including children in 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.	1	Talk Boost sessions have taken place regularly for Y1 and 2. Children in these groups have grown in their confidence to communicate with others.

### 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
Feedback time regularly integrated into the school day. 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. £3,300 - Minimal impact on class as TA to cover	High Impact, Very low cost, based on moderate evidence + 8 months Potential impact - Improved writing outcomes, in particular, for those working below expected.	3	Feedback time has proven useful in each year group in school. Children are better able to edit and improve their work. Misconceptions can be picked up and dealt with quickly.

Interventions to deliver pre-learning, extra learning or consolidation of reading, writing, maths in Years R to Y4 £4,200	Low impact, moderate cost, based on moderate evidence + 2 months Potential impact - Best outcomes for pupils. Support for families. Increased self esteem for pupils.	2, 3 & 4	Interventions were timetabled to provide pre-learning and consolidation in reading, writing and maths have taken place.
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	RWI training has been completed and all staff have now been upskilled. Extra guided reading sessions are taking place each week.  Specific reading interventions are taking place 4 afternoons a week.
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	Workshops have been offered to parents to support their children in Reading, Writing and Maths. The workshops were poorly attended. Slides were sent home so all parents had the information shared.
Talk Boost for KS1 Communication and language skills are an area of increasing concern amongst our pupil intake,	Moderate impact, very low cost, based on extensive evidence + 5 months Potential impact - Pupils leave KS1 with improved levels of communications skill and ability to access the curriculum are enhanced	1	Talk Boost sessions have taken place regularly for Y1 and 2. Children in these groups have grown in their confidence

past experience shows that this is an effective intervention £775			to communicate with others.
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	Difficulties with language and communication are picked up very quickly. SALT have supported those children and provided recommendations which staff have implemented. Launchpad training has taken place to support the identification of small steps and delivery of these.
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	Small group interventions are carried out weekly and closely monitored. Small classes in the mornings are helping to close gaps in Maths and English

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

Budgeted cost: £3,900

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact Review
Support children in their mental Health and Wellbeing	Moderate impact, moderate cost, based on extensive evidence	5 & 6	ELSA has been delivered to small groups of



<p>Staff training in Emotional Literacy Support (ELSA) Time allocated to prepare resources and deliver sessions. Small group work to provide emotional, social and psychological support £1,100 ELSA Training for Mental Health and Wellbeing Lead</p>	<p>+ 4 months Potential impact - The emotional, social and psychological needs of children will be supported and capacity for learning will improve. Improvement in self esteem and social and friendship skills.</p>		<p>children with a positive impact. Children have been selected for this group based on their needs and this is identified in support plans.</p> <p>Smooth Moves workshop has been delivered by the Attendance team to Y4</p>
<p>Swimming lessons are offered to all children and we subsidise the cost of lessons (Summer Term) Ensuring that all children participate ensures equity. Sports participation adds a different dimension to learning and success. £200</p>	<p>Low impact, moderate cost, based on limited evidence + 2 months Potential impact - Children can be proud of their achievements, raising self esteem and levels of independence.</p>	5 & 6	<p>Weekly lessons for Y1 - 4 take place at Alnwick pool</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. £600</p>	<p>Moderate impact, moderate cost, based on extensive evidence + 4 months Potential impact - The mental wellbeing and social needs of the children will be supported. Improvement in self esteem and social and friendship skills.</p>	5 & 6	<p>Playleader training took place and outdoor playtime equipment was purchased. Playtimes are well led and managed by staff and Y4 children.</p>
<p>Subsidies are made to the costs of all trips throughout school</p>	<p>Low impact, low cost, moderate evidence + 2 months Potential impact - Pupils will have wider</p>	5 & 6	<p>School visits are subsidised including the Y4 residential.</p>

<p>Educational activities out of 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>experience of the world and of a range of educational opportunities, opening minds to the learning possibilities of the world at large.</p>		<p>Holiday forest school offers two places paid for by a member of the community for every school holiday. Pupil Premium children are offered these places as a priority.</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 + 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>Tuition was offered to pupil premium children.</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 + 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>. We have had author visits this year.</p>

**Total budgeted cost: £ 23,150**

## 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 2022 to 2023 academic year.

Our internal assessments during 2023-24 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 two pupils did not make as much progress as would normally be expected. We believe this was partially 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 that year. Some of our keystage two children did not access some of the early learning experiences during periods of lockdown. A lack of socialisation with other children at this time had an impact upon their emotional and social wellbeing. The catch up premium has provided the opportunity to close gaps in learning, however the progress was not been as rapid as we expected.

### 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
Nessy	nessy.com
Talk Boost	speechandlanguage.org.uk
Play Leader Training	NCC school sports partnership
ELSA	elsa-support.co.uk
RWI	ruthmiskin.com
Mood Tracker	saas technologies ltd

### 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

