



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	Wylam First School
Number of pupils in school	142 (including 15 nursery)
Proportion (%) of pupil premium eligible pupils	5% PP (7) 6% EYPP (1)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2023-2024 Termly review will take place to monitor progress and adapt target focus where appropriate
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022 July 2022 December 2022 April 2023 July 2023 December 2023

	April 2024 July 2024
Statement authorised by	Stephanie Gibbon
Pupil premium lead	Stephanie Gibbon
Governor / Trustee lead	Sarah Burn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,735.10
Recovery premium funding allocation this academic year	£2000
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	£14,735.10

Part A: Pupil premium strategy plan

Statement of intent

At Wylam First School we have the highest of expectations for all of our pupils. Our intention is that all of our pupils, irrespective of academic ability, background or challenges they face, make strong progress while at Wylam First School, which builds the foundations they need to take on their next stage in education and beyond. We are keenly focused to ensure that our Pupil Premium strategy supports vulnerable pupils to achieve that goal, including progress of those who are already high attainers.

Common barriers to learning for vulnerable children can be but are not always limited to: less developed speech, language and communication skills, including vocabulary delay, lack of confidence, lower attainment in the core subjects, lower levels of attendance or punctuality, access to limited experiences outside of school or to learning resources like books or online learning. There may also be complex family situations which can impact on a child's ability to flourish. The challenges are varied and there is no 'one size fits all'. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High quality, quality first teaching is at the heart of our approach with a focus on the areas in which vulnerable and disadvantaged children need the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit our non-disadvantaged pupils in our school.

Our strategy is integral to our wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Through robust, diagnostic assessment and a secure knowledge of each child who is eligible for pupil premium we have devised our strategy to ensure that our pupils excel.

Pupil Premium Priorities

- Implement a robust DFE approved synthetic phonics programme across school
- Fully Implement a speech and language programme across Reception
- Fully embed Power Maths and the mastery approach across the school
- Provide all teaching and learning staff with high quality CPD with a focus on improving Quality First Teaching (teachers and support staff) which includes: robust assessment and timely intervention, pre-teaching, scaffolding and support
- Implement a challenging foundation subject curriculum (Unity Curriculum) which focuses on 'hard thinking' and vocabulary development

- Provide pupils with a high quality 'cultural capital' offer. This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1. Reading including phonics	<p>Assessment, observations and discussions with pupils and parents highlight that disadvantage pupils:</p> <ul style="list-style-type: none"> • Generally, have greater difficulties with phonics than their peers. • Have delayed Language and communication to their peers, which includes vocabulary development. • Have limited access to high quality, appropriate and diverse texts at home. • Tend to read less regularly at home than their non-disadvantaged peers • Have greater difficulty with the skills needed for comprehension than their non-disadvantaged peers. <p>In school and national data indicates that attainment in reading for disadvantaged pupils is below that of their non-disadvantaged peers, particularly at greater depth.</p>
2. Maths	<p>Internal and external assessments indicate that attainment of disadvantaged pupils is below that of non-disadvantaged, especially at greater depth. The main gaps in learning identified are:</p> <ul style="list-style-type: none"> • Confidence in mathematical strategies in number (place value and understanding of number) • Problem solving and reasoning (applying base knowledge in different contexts) • Knowledge of times tables • Ability to understand and use mathematical vocabulary <p>In school and national data indicates that attainment in reading for disadvantaged pupils is below that of their non-disadvantaged peers, particularly at greater depth.</p>
3. Personal Development (SEMH)	<p>Internal data (including well-being survey and discussions with parents) have identified social and emotional issues for some pupils, particularly disadvantaged pupils, which have increased significantly due to National Lockdowns and school closures. This becomes a significant barrier to learning. Pupils can present as:</p>

	<ul style="list-style-type: none"> • Less confident • Less able to regulate behaviour and behaviour for learning • Inability to socialise appropriately with peers • Less able to concentrate in lesson <p>Teacher referrals for support have increased significantly during the pandemic along with parental concerns and requests for support. 6 out of 7 pupils who are disadvantaged require regular intervention either 1:1 or small group</p>
4. Stretch and Challenge across the broad and balanced curriculum	<p>Curriculum analysis, assessment information, lesson observation and pupil voice indicate that learning in the foundation subjects, for disadvantaged pupils, does not always transfer into long term memory and that fewer disadvantaged pupils achieve greater depth than their non-disadvantaged peers.</p> <p>The main gaps identified are:</p> <ul style="list-style-type: none"> • Understanding of and the ability to use subject specific and more complex vocabulary. • Ability to understand the key subject specific concepts that feed through the curriculum and make the cross curricular links for wider learning. • Wide range of extra-curricular experiences to observe history, geography, science first hand.
5. Access to a wide range of extra-curricular activities	<p>Pupil and parent voice activities have identified that often our disadvantaged pupils don't access the same range of extra-curricular activities outside of school which support learning and broaden understanding. All too often parents cannot afford this.</p>

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	Monitored by
Improved reading attainment for disadvantaged pupils at KS1.	<p>Fully embedded and consistent approach to synthetic phonics (using a DFE accredited programme) with liked texts.</p> <p>Staff CPD in high quality delivery of the programme.</p> <p>Phonics trackers across EYFS and KS1 demonstrate that disadvantaged pupils are on</p>	SDB

	track to meet the expected standard in reading at national data points.	
Improved speech, language and communication skills, for disadvantaged pupils, including understanding and use of more complex vocabulary.	<p>Early Years Speech and Language Development programme in place – assessment information show pupils are making strong and appropriate progress.</p> <p>Early years staff skilled at impacting on language development across the continuous provision and through their adult directed plans</p> <p>Speech and language intervention ongoing across EYFS and KS1 with all pupils making strong progress and plans signed off in an appropriate timeframe.</p> <p>Consistent approach to vocabulary development of tier 2 and tier 3 words across the curriculum and school. Pupil Book Study demonstrates pupil's ability to use the vocabulary effectively when talking about their learning</p>	SDB
Disadvantaged pupils accessing, understanding and enjoying a wider range of challenging and diverse texts which impacts on attainment at greater depth.	<p>Reading trackers, book reviews and book discussions show that children are accessing and able to talk about a wider range of appropriately challenging texts.</p> <p>VIPERS fully embedded so that staff understand how to teach VIPERS and question effectively.</p> <p>Assessment evidence demonstrates that pupils are achieving at least the expected standard in reading, with more disadvantaged pupils achieving depth by the end of LKS2.</p>	SDB
Higher % of disadvantaged pupils reaching greater depth at key national data points.	<p>Power maths is fully embedded across the school and all staff are confident at delivery the mastery approach to stretch and challenge all learners.</p> <p>Staff are adept at delivering a quality first teaching approach to ensure that all pupils are stretched and challenged.</p> <p>Pupil book study demonstrates that disadvantaged pupils are able to explain their mathematical thinking using subject specific vocabulary and the vocabulary of problem solving and reasoning.</p>	EL/FJ

	<p>Quality of teaching and learning evaluations demonstrate that disadvantaged pupils are applying their knowledge of number in a range of contexts</p> <p>By the end of KS2 all disadvantaged pupils meet the expected standard in the times tables test knowing all tables to 12x12</p>	
<p>Pupils who are able to effectively regulate or know how and when to ask for help so that they are ready to learn which impacts positively on their wider progress.</p>	<p>Progress logged in ELSA sessions which demonstrates that the child now feels confident and able to reengage in lessons.</p> <p>Pupils adept at using the 'zones of regulation' differentiated to their needs, to express how they are feeling</p> <p>Staff trained in a fully inclusive quality first teaching approach to support all learners in class:</p> <ul style="list-style-type: none"> • Graduated approach • Circle time • Well-being breaks • Zones of regulation • Circuit breaks <p>Well being breaks, which include outdoor learning fully embedded in the timetable, observed during learning walks and discussed during pupil voice activities</p> <p>Small group and 1:1 intervention, including social stories in place and impacting on pupil's ability to socialise effectively evidenced through behaviour tracking.</p>	SG
<p>Higher proportion of disadvantaged pupils reaching greater depth across the curriculum, using subject specific vocabulary and linking concepts to deepen understanding.</p>	<p>Full staff training on implementation of the Unity curriculum and quality first teaching (Alex Bedford)</p> <p>Staff training – subject leader development to ensure that the Unity Curriculum is woven through our curriculum and the key conceptual and procedural progression links directly to our whole school intent.</p> <p>Leadership training on Pupil Book Study</p>	SG

	<p>Whole staff training in implementation of the curriculum</p> <p>Evidence, through Pupil Book Study of pupils able to talk about their learning using subject specific vocabulary and making links between curriculum areas</p> <p>Consistent approach evident in books demonstrating pupil's requirement to 'think hard'</p> <p>Higher % of disadvantaged pupils reaching greater depth across the curriculum.</p>	
Disadvantaged pupils accessing a range of extra-curricular activities like trips that enhance the curriculum offer.	Disadvantaged pupils access a range of experiences across the year which impacts on wider understanding and support curriculum learning.	SDB

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: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of DFE recommended synthetic phonics programme and resources, including matched texts</p> <p>Staff CPD in high quality delivery of the programme.</p>	<p>Strong evidence suggests that effective synthetic phonics teaching can increase progress by 5+ months according to the Teaching and Learning tool kit EFF</p> <p>EEF Teaching and Learning Toolkit - Phonics</p> <p>EEF - Improving Literacy in KS1</p> <p>EEF - Improving Literacy in KS2</p> <p>Evidence from EEF identifies that priority should be given to implement</p>	1

<p>Staff CPD for Early Years language intervention</p> <p>Staff CPD on delivery of reading VIPERS to support progress in reading comprehension</p> <p>Purchase of Literacy Shed comprehension activities and class sets of matching text</p>	<p>high quality adult-child interactions using a wide range of explicit and implicit approaches</p> <p>EEF Communication and Language Approaches Early Years</p> <p>EEF - 6+ months progress</p> <p>EEF Teaching and Learning Toolkit - Reading Comprehension Strategies</p>	
<p>Purchase of Power Maths</p> <p>Staff CPD on mastery approach, including Early Years maths approaches</p> <p>Purchase of times tables rock stars KS2</p>	<p>Research from EEF has identified that high-quality maths mastery approach can impact on progress by as much as 5+ months</p> <p>NCETM - Teaching maths mastery</p> <p>EEF Teaching and Learning Toolkit - Mastery</p> <p>EEF - Improving Maths in Early Years and KS1</p> <p>EEF - Improving maths in KS2</p> <p>EEF - Early Maths Approaches</p> <p>EEF - Peer tutoring</p>	2
<p>Staff CPD on delivery of circle time</p> <p>Staff CPD on quality first inclusive approach including zones of regulation and circuit breaks</p>	<p>EEF have reported that the impact of metacognition and self-regulation strategies can add an additional 7+ months progress.</p> <p>EEF - Metacognition and Self Regulation</p>	3
<p>Purchase of Unity Curriculum</p> <p>Staff CPD on quality first teaching and the Unity Curriculum</p> <p>Senior leadership training on Pupil Book Study</p> <p>Middle leadership training on developing</p>	<p>CUSP is underpinned by evidence, research and cognitive science. Modules are deliberately sequenced for robust progression and allows teachers to focus on the lesson.</p> <p>There is an emphasis on oracy and vocabulary acquisition, retention and use to break down learning barriers and accelerate progress. A rich diet</p>	4

the History and Geography curriculum with a focus on conceptual and procedural progression	of language and vocabulary is deliberately planned for. Unity Curriculum Research Group Ofsted curriculum review - Geography Ofsted History Curriculum Review	
--	--	--

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

Budgeted cost: £4,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme – working with identified pupils across Y1-Y4	EEF identifies that on average pupils can make an additional 4+ months progress when partaking in small group structured learning EEF - Small group tuition	1,2
Regular pre-teaching and over teaching intervention	Teacher or TA led pre and post teaching can lead to in excess of 4+ months progress EEF - TA intervention	1,2,4
RWI + phonics catch-up	TA intervention when targeted through quick and timely assessment can lead to 4+ months progress. A systematic approach to phonics can lead to 6+ months progress EEF - TA intervention EEF Teaching and Learning Toolkit - Phonics EEF - Improving Literacy in KS1 EEF - Improving Literacy in KS2	1
Target specific maths intervention – (Mastery or ECC)	TA intervention when targeted through quick and timely assessment can lead to 4+ months progress. Mastery maths approaches can lead to in excess of 7+ months progress EEF - TA intervention EEF - Improving Maths in Early Years and KS1 EEF - Improving maths in KS2 EEF - Early Maths Approaches	2

A programme of extra-curricular activities that support the curriculum and broaden learning and understanding		1,2,3,4,5

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA – staff release time to run interventions	EEF research demonstrates that quality social and emotional learning support can add an additional 4+ months progress EEF - Social and Emotional Learning	3

Total budgeted cost: £18,714.90