



## Northam School's Federation

### How we are allocating our pupil premium 2018/19

#### Learning in the curriculum

- Employment of additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 3
- Employment of additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 4
- Employment of additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 5
- Employment of addition teacher to support Year 6
- Language link license and Dragon Speak software.
- Pupil Premium Lead to attend Pupil Progress meetings.
- Maths pre-teach intervention.
- Early morning maths intervention for Year 6

#### Social, emotional and behaviour support

- Release of trained TAs for Nurture work to remove barriers to learning.



#### Enrichment beyond the curriculum

- Subsidy to enable children to attend external provision of higher level workshops/musical opportunities.

#### Alternative pathways and curricula

#### Families and communities

- Respect groups for targeted children.
- Working with parents to ensure that the attendance of disadvantaged children is above National.
- Working with parents and families to provide before and after school child care.



## Pupil Premium Expenditure Report 2018/19

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Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (April 2018)	208
Total number of pupils eligible for PPG (April 2018)	63
<b>Total amount of PPG received</b>	<b>£83,543</b>

Performance of disadvantaged pupils in Year 6 – July 2018	
% of pupil achieving age related expectations in SPaG	<b>38%</b>
% of pupils achieving age related expectations in Writing	<b>56%</b>
% of pupils achieving age related expectations in Reading	<b>50%</b>
% of pupils achieving age related expectations in maths	<b>38%</b>

Attainment comparison	2015-2016		2016-2017		2017/18	
	Disadvantaged	Others	Disadvantaged	Other	Disadvantaged	Other
Writing	60%	75% (+15)	83.3%	81.3% (-2)	56%	76% (+20)
Reading	80%	75% (-5)	75%	83.3% (+8.3)	50%	61% (+11)
Maths	80%	80.5% (+0.5)	91.7%	85.4% (-6.3)	38%	63% (+25)
SPaG	90%	80.5% (-9.5)	80%	88.8% (+8.8)	38%	49% (+11)

A specific focus on children in receipt of pupil premium funding has been built into our school's yearly improvement plan and teachers' appraisals. Progress data, attitudes to learning and pastoral needs are considered. The impact of our interventions is reviewed periodically, and impact of our pupil premium funding spend is reviewed annually.

Pupil Premium used for:	Amount allocated	New / continued provision?	Summary of the intervention / action	Intended outcomes	How impact is to be measured	Impact
<b>Learning in the curriculum</b>						
Additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 3	£12,000	New	Bespoke intervention programmes based on ongoing assessment. Skilled TAs work with small groups of children or 1:1. The interventions are short and incisive and based on the needs of the cohort/class.	Children who are not making progress are identified and appropriate support is put in place to enable them to achieve. This is reviewed and monitored by SLT at pupil progress meetings.	Data from tracking and highlighting of objectives will indicate pupils' progress. Children will make progress in line with peers. Evidence will come from learning walks and observations by SLT.	PP children made progress in all subjects based on most recent comparison point.  In Spring, PP children made negative progress in reading, however, this gap closed during the Summer term.
Additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 4	£12,000	New	Bespoke intervention programmes based on ongoing assessment. Skilled TAs work with small groups of children or 1:1. The interventions are short and incisive and based on the needs of the cohort/class.	Children who are not making progress are identified and appropriate support is put in place to enable them to achieve. This is reviewed and monitored by SLT at pupil progress meetings.	Data from tracking and highlighting of objectives will indicate pupils' progress. Children will make progress in line with peers. Evidence will come from learning walks and observations by SLT.	PP children made progress in all subjects based on most recent comparison point.
Additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate in Year 5	£12,000	New	Bespoke intervention programmes based on ongoing assessment. Skilled TAs work with small groups of children or 1:1. The interventions are short and incisive and based on the needs of the cohort/class.	Children who are not making progress are identified and appropriate support is put in place to enable them to achieve. This is reviewed and monitored by SLT at pupil progress	Data from tracking and highlighting of objectives will indicate pupils' progress. Children will make progress in line with peers. Evidence will come from learning walks and observations by SLT.	PP children made progress in all subjects based on most recent comparison point.

				meetings.		
Pupil Premium Lead to attend Pupil Progress.	£1,000	Continued	To ensure PP children who are not making sufficient progress are identified, discussed and plans are made to ensure they are targeted for interventions if suitable and teacher intervention.	Children are identified for appropriate interventions.	Children make accelerated progress in key areas of learning and have caught up with their peers. Evidence from tracking data.	Pupil progress meetings outlined provision in place for key PP children and provided opportunities to discuss next steps in provision and quality first teaching.
Additional teacher to support work in Year 6	£12,000	Continued	To accelerate rates of progress for children within the Year 6 PP Group identified as having low attainment.  The children involved in this extra support will demonstrate an accelerated increase in their attainment	Children make accelerated progress in key areas of learning and have caught up with their peers.	Evidence from tracking data will show that children receiving additional support across English and Maths will have made accelerated progress.	Overall reading, Maths, SPaG and combined data improved compared to 2018 data (unvalidated).
Language link  Speech Link programme	£2,800	Continued	To identify and tackle gaps in early language development and create a referral for a Speech and Language therapist.	Accurate diagnosis of area of specific speech and language difficulties will enable timely referrals for key children.	Children will be more confident with speaking in groups and in front of larger audiences. Evidence from learning walks and pupil conferences.	Speech and language TA has worked closely with staff carrying out the programme, to design sessions specific for each child and has monitored progress (sounds developing, contestant assessment and changing of program, emails from TAs, expert guidance, per observations, making resources and planning).  One child has completed the programme. Another has shown significant progress.
Maths pre-teach	£4,000	Continued	Assigning competence to children in maths lessons. Children experience a pre-teach so that they can have more success within the main maths lesson.	Children to be more confident in maths sessions. Children to make accelerated progress from their	Tracking data will be used to measure progress made by children. Action research notes will be used to measure assigned	Overall maths data improved compared to 2018 data (unvalidated).

				starting points.	competence.	
Dragon speak dyslexia programme	£2,600	Continued	To use the Dragon computer software to enable children with dyslexia and writing difficulties to access the curriculum.	Children will be able to produce more evidence of written work which can be easily read.	Higher levels of engagement with learning will be noted from learning walks and pupil conferences.	Conversations with teachers and TA indicated pupil engagement and independence improved. More writing evidence in pupil's books.
Early morning maths intervention for Year 6	£5,000	New	Selected children will be offered 3 early morning maths sessions per week for 30 minutes each. Focus will be on supporting teaching in class based around the KS2 key objectives.	Children make good progress and attain are related expectations by the end of the year.	Ongoing assessments, feedback from teachers, data from tracker and outcomes of SATs will indicate success.	Overall maths data improved compared to 2018 data (unvalidated).
<b>Social, emotional and behaviour support</b>						
Nurture interventions	£8,000	Continued	Funding to allow Thrive trained staff to work with vulnerable pupils.  Thrive training to ensure that there are sufficient practitioners to meet the needs of the children.	To ensure children make clear progress through the interruptions for children accessing this intervention and for them to be better placed to engage in whole class situations.	The large majority of children 85% + make progress between interruptions through the THRIVE programme.	Half termly meetings as a federation.  44% moved on from St George's - Provision to continue to restart provision if needed later.  Constant assessment cycle.
<b>Families and communities</b>						
Respect Seal groups	£4,000	Continued	To provide additional support for children who are very anxious about learning due to identified aspects at home.	Children within this group show greater signs of engagement with their learning.	Higher levels of engagement with learning will be noted from learning walks and pupil conferences.	Conversations with teachers and TAs indicated pupil engagement improved.

Working with parents to ensure that the attendance of disadvantaged children is above National.	£200	New	Pupil Premium Champion to monitor the attendance of children in receipt of funding and action appropriate support via the Educational Welfare Officer.	To ensure that children in receipt of pupil premium funding attend regularly and above the National average.	Attendance data	Attendance broadly in line with national.
Working with parents and families to provide before and after school child care.	£1,000	New	All children in receipt of pupil premium funding are entitled to free breakfast if there is a particular need or family circumstance.	To ensure that children in receipt of pupil premium funding have access to a nutritious meal at the start of the day	Children that require it have a nutritious breakfast and are in a position to learn.	Provision funded for PP child.
<b>Enrichment beyond the curriculum</b>						
Curriculum Enrichment	£2,500	continued	To provide access to wider opportunities across the creative curriculum for G and T pupils.	Children identified will be able to access/experience opportunities that the school cannot provide independently	More able pupils will consistently achieve higher than their peers in all curriculum subjects.	GDS achieved in End of KS2 Assessments for year 6 PP G&T.
<b>Alternative pathways and curricula</b>						
NA						
Total	£84,000					



# Pupil Premium Expenditure Report 2017/18

Attainment and progress of children in receipt of Pupil Premium Funding throughout the year.

Year 3				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
<b>Reading</b>	20%	40%	30%	20%
<b>Writing</b>	40%	20%	30%	30%
<b>Maths</b>	40%	20%	30%	30%
<i>Progress since last assessment point</i>	<b>Reading</b>	+20%	-10%	-10%
	<b>Writing</b>	-20%	+10%	=
	<b>Maths</b>	-20%	+10%	=

Year 4				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
<b>Reading</b>	53.3%	46.7%	46.7%	46.7%
<b>Writing</b>	53.3%	46.7%	53.3%	53.3%
<b>Maths</b>	66.7%	60%	60%	60%
<i>Progress since last assessment point</i>	<b>Reading</b>	-6.7%	=	=
	<b>Writing</b>	-6.7%	+6.6%	=
	<b>Maths</b>	-6.7%	=	=

Year 5				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
<b>Reading</b>	50%	50%	50%	56.25%
<b>Writing</b>	50%	43.8%	50%	56.25%
<b>Maths</b>	68.8%	56.3%	62.5%	68.75%
<i>Progress since last assessment point</i>	<b>Reading</b>	=	=	+6.25%
	<b>Writing</b>	-6.2%	+6.2%	+6.25%
	<b>Maths</b>	-12.5%	+6.2%	+6.25%

Year 6				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
<b>Reading</b>	55.6%	50%	62.5%	61%
<b>Writing</b>	38.9%	33.3%	62.5%	50%
<b>Maths</b>	50%	44.4%	62.5%	44%
<i>Disadvantaged progress score</i>	<b>Reading</b>			-4.72
	<b>Writing</b>			-4.94
	<b>Maths</b>			-6.06