



Northam School's Federation

How we are allocating our pupil premium 2017/18

Learning in the curriculum

- Employment of additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate.
- Employment of addition teacher to support Year 6
- Language link license and Dragon Speak software.
- Materials for Toe by Toe reading intervention.
- Pupil Premium Lead to attend Pupil Progress meetings.
- Inference reading intervention in Year 6
- Teacher lead maths pre-teach intervention
- Reading Recovery (Year 3)
- 1:1 maths tuition

Social, emotional and behaviour support

- Release of trained TAs for THRIVE work to remove barriers to learning.
- Employment of TA to deliver social skills groups.



Enrichment beyond the curriculum

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

Alternative pathways and curricula

- Funding for two Learning Mentors to work with vulnerable pupils and families.
- Targeted learning and inclusion support for vulnerable pupils.

Families and communities

- Respect groups for targeted children.
- SEAL groups for targeted children



Pupil Premium Expenditure Report 2017/18

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (April 2017)	214
Total number of pupils eligible for PPG (April 2017)	66
Total amount of PPG received	90307

Performance of disadvantaged pupils in Year 6 (pupils eligible for free school meals or in local authority care for at least six months) 2015	
% of pupil achieving age related expectations in SPaG	80%
% of pupils achieving age related expectations in Writing	83.3%
% of pupils achieving age related expectations in Reading	75%
% of pupils achieving age related expectations in maths	91.7%

Attainment comparison (Pupil Premium Children Vs Non Pupil Premium children)	2014-15		2015-2016		2016-2017	
	PP	Non PP	PP	Non PP	PP	Non PP
Writing	76%	84% (+8)	60%	75% (+15)	83.3%	81.3% (-2)
Reading	79%	88% (+9)	80%	75% (-5)	75%	83.3% (+8.3)
Maths	72%	88% (+16)	80%	80.5% (+0.5)	91.7%	85.4% (-6.3)
SPaG			90%	80.5% (-9.5)	80%	88.8% (+8.8)

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 termly 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
Learning in the curriculum						
Learning Skills support for identified children	£3806	Continued	To tackle Self esteem issues as identified in Pass survey to remove barriers to learning.	Children involved in this will make accelerated progress in key curriculum areas.	Children show an improved readiness and attitude to learning during pupil conferencing and learning walks.	100% of PP children attending this intervention have made accelerated progress across reading, writing and maths. The most progress has been seen in writing as this is the area of learning where the children were the least confident.
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.	Strategic meetings to identify children who are need of additional support. In conjunction with the SENDCo, interventions provided or addition class strategies offered. For PP children with specific SEN, additional outside agency support has been put in place. Progress of this group has been good although attainment is still behind peers.

Additional teacher to support work in Year 6	£12230	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.	Attainment across Y6 is below National attainment data (Statistical first release). Attainment for children in receipt of PP fund was also lower than expected. 40% of this group of children had SEND needs which impacted the attainment data.
Reading Recovery	£3312	New	To provide specialist Literacy support for children identified as having decoding problems/fluency issues.	The children involved in this will make accelerated progress and narrow the gap between themselves and their peers	Children make accelerated progress in key areas of learning and have caught up with their peers. Evidence from tracking data.	25% of children in this intervention are attaining at ARE. All have made at least expected progress and 75% are only now 1term behind their peers.
Counting to Calculating	£12691	Continued	To increase rates of progress for the children within the Y3/4 PPG group identified as having poor arithmetic proficiency.	The entry and exit data will show evidence of accelerated progress	Children make accelerated progress in key areas of learning and have caught up with their peers. Evidence from tracking data.	Entry and exit data for counting to calculating intervention shows good progress across the main strands covered. School data shows that these children are still behind their peers in terms of attainment. But are also on the SEN register and have additional needs beyond maths. The majority of pupils (83%) receiving this intervention have achieved age related expectations. All children have made at least expected progress, with the majority of pupils making better than expected progress.
1:1 Maths tutoring	£4,500	Continued	To increase rates of progress of those children identified in Year 6 by class teacher as requiring	Children attending this intervention will make accelerated progress in	Evidence from higher achievement in end of year tests.	100% of the 3 PP children who accessed this intervention throughout the year scored 100

			additional support in mathematics to make good progress and attainment.	identified areas of maths.		or above in their scaled maths SATs score and achieved age related expectations.
Language link Speech Link programme	£2749	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.	Outcomes from My plan meetings suggest that children within this intervention have become more confident with speaking. In observations around the school, the confidence of these children is evident. 33% of children have better more solid friendships and can communicate effectively with their peers.
Inference intervention	£2620	New	The inference intervention is intended for children who have master the key reading skills of word recognition and reading fluency but are struggling with the skill of comprehending the text. Studies have shown the poor comprehension of texts leads to a much greater reduction in enjoyment and therefore less motivated children.	To build up children's vocabulary knowledge; help them to develop their own awareness of meaning in a text; help children to understand how to use their own knowledge to build up images when reading; support children in asking questions about the texts - improving their prediction skills in particular - and importantly help children develop a greater enjoyment of reading.	Impact is measured by their overall reading comprehension scores through formal texts as well as teacher and TA discussions within groups. Each session is structured in a way so the children are building on key skills across a range of increasingly challenging texts.	50% of PP children in Year 6 have achieved age related expectations. Of the 4 PP children who attended this intervention 3 achieved age related expectations their SATs tests.
Maths pre-teach	£4000	New	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 starting points.	Tracking data will be used to measure progress made by children. Action research notes will be used to measure assigned competence.	40% of these children achieved age related expectations. Significant gains in children's confidence to tackle mathematics have been noticed during this research project. We have

						refined our selection process for next academic year to achieve greater results.
Spelling Intervention	£2620	Continued	To improve the spelling strategies of those pupils identified in Years 3 and 6 who have weak spelling in Literacy.	The children will have a range of strategies to use to ensure they spell most words accurately and perform better in spelling and grammar tests.	Book scrutinies will show increased levels of spelling. Writing moderation will indicate gaps in spelling attainment closing.	50% of PP children achieving age related expectation. All children making at least expected progress with 50% making accelerated progress. Spelling age for PP children check in September.
Dragon speak dyslexia programme	£2620	New	To use the Dragon computer software to enable children with dyslexia and writing difficulties to access the curriculum.			This has been widely used across the school. Children accessing this resource say that it helps them to record their ideas clearly and gives them the confidence to write more. Teachers report that it is easier to assess children's writing when using the programme. Impact on attainment has been intermittent because of only having one laptop with the programme.
Social, emotional and behaviour support						
THRIVE interventions and Thrive training Justine/Lucy/Michelle	£7884	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.	All children assessed for THRIVE interventions have made progress through their stages of brain development. Observations of behaviour in lessons have been good or better with a continued reduction in low level disruption and key lunch time incidents. For some children growth in self-

						esteem has impacted hugely in learning behaviours. Group THRIVE at the end of Y5 continued into Y6 has had a massive impact on attainment at the end of Y6.
Families and communities						
Respect Seal groups	£4948	Continued	To provide additional support for children who are very anxious about learning due to identified aspects at home.		Higher levels of engagement with learning will be noted from learning walks and pupil conferences.	This intervention has provided children with the motivation to focus during the rest of the week and engage with learning. It provides them with a platform to speak openly and without judgement. It enables them to feel special and valued in a small group environment.
Enrichment beyond the curriculum						
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.	Throughout the year more able pupils were able to access a greater range of opportunities to show case their talents with students from other schools both locally and nationally. Particular areas of benefit have been music and PE.
Life Skills Bus	£1,000	Continued	Enable a 2-day site visit of the Life Skills Bus. Every class to attend to learn about keeping healthy, meals, exercise and fitness and the dangers of drugs and alcohol.	Children will have a better understanding of how to keep themselves healthy.		Coverage of an important part of the curriculum. Most vulnerable pupils have a safe space to explore sensitive issues.
Alternative pathways and curricula						

Funding for Learning Mentor to work with vulnerable pupils and families	£7152	Continued	<p>Most vulnerable children are met, removing their barriers to learning.</p> <p>More accurate assessment of pupils needs and setting of targets. More information for DAF/TAC case reviews</p>	<p>Children involved in this intervention will be better placed to access the daily curriculum.</p> <p>Links between schools will lead to increased information sharing between school and home.</p>	<p>Reduction in the number of behaviour logs recorded.</p> <p>Number of parents engaging in DAF process increase.</p> <p>Parent pupil workshops have increased participation.</p>	<p>The number of incidents of persistent disruption in class has reduced over time. Lunch time provision is there if children are struggling with social skills. All families asked to participate within the DAF process now do so. Early morning issues are dealt with effectively and sensitively.</p>
Total	£96,301					



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+)
Reading	58.8%	44.4%	60%	50%
Writing	41.2%	55.6%	50%	50%
Maths	70.6%	55.6%	80%	70%
<i>Progress since last assessment point</i>	Reading	-14.4	+15.6	-10
	Writing	+14.4	-5.6	=
	Maths	-15	+24.4	-10

Year 4				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
Reading	61.1%	45.7%	50%	69.2%
Writing	50%	23.1%	61.5%	57.5%
Maths	55.6%	38.5%	69.2%	69.2%
<i>Progress since last assessment point</i>	Reading	-15.4	+4.3	+19.2
	Writing	-26.9	+38.4	-4
	Maths	-17.1	+30.7	=

Year 5				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
Reading	57.1%	62.5%	53%	58.8%
Writing	50%	50%	41.2%	47.2%
Maths	78.6%	56.3%	37%	58.8%
<i>Progress since last assessment point</i>	Reading	+5.4	-9.5	+5.8
	Writing	=	-7.8	+6
	Maths	-22.3	-19.3	+21.8

Year 6				
	Attainment on entry (ARE/ARE+)	Autumn Attainment (ARE/ARE+)	Spring Attainment (ARE/ARE+)	Summer Attainment (ARE/ARE+)
Reading	61.5%	46.2%	38.5%	50%
Writing	53.8%	61.5%	69.2%	56%
Maths	61.5%	69.2%	69.2%	38%
<i>Progress since last assessment point</i>	Reading	-15.3	-7.7	+11.5
	Writing	+7.7	+7.7	-13.2
	Maths	+7.7	=	-31.2