

Disadvantaged pupil and pupil premium funding strategy statement

School overview

Metric	Data
School name	Northam Schools Federation (St Margaret's C of E Junior School)
Pupils in school	268
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£82,215
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Mr Jim Williams (Executive Headteacher)
Pupil premium lead	Mrs Liz Eggleton (Senior Leader)
Governor lead	Mrs Sheila Bloomfield (Disadvantaged governor) Mrs Marian Vinall (Pupil Premium funding governor)

Disadvantaged pupil progress scores for last academic year

Progress scores carried forward from 2018-2019 due to COVID-19 pandemic.

Measure	Score
Reading	-4.72
Writing	-4.94
Maths	-6.06

Disadvantaged pupil performance overview for last academic year

Disadvantaged pupil performance overview carried forward from 2018-2019 due to COVID-19 pandemic.

Measure	Reading	Writing	Maths
Meeting expected standard at KS2	61%	50%	44%
Achieving high standard at KS2	6%	17%	11%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Curriculum development with a focus on metacognition approaches (Sutton Trust and EEF), alongside timetable adaptations to allow more flexibility within the day. The aim of this is to support the embedding of knowledge and understanding.
Priority 2	Continued development of year group profiles with additional information specific to PP funding added this academic year. The aim of this is to support teaching staff (with a particular focus on early career teachers) with their knowledge and understanding of their class' demographic and help them to develop effective strategies as a result.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Attempts to bolt-on strategies or rely on out-of-school activities may not improve progression within the day-to-day school setting. Therefore, high quality first teaching is the overriding focus. - Focusing solely on outcomes can lead to a narrowing of the curriculum. Therefore, individualised learning and target setting provides pupils with strategies most applicable to them.
Projected spending	£10,000

Teaching priorities for current academic year

Targets carried forward from 2018-2019 due to COVID-19 pandemic.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	September 2021
Other	Achieve national average progress scores in end of KS2 EPGS assessment (0)	September 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>High-quality interventions, including:</p> <ul style="list-style-type: none"> - Speech and Language - Nurture - Phonics - 1:1 tuition - Small group tuition
Priority 2	<p>Core subject leaders ensure assessments are accurately and effectively used to meet the learning needs of disadvantaged pupils.</p> <p>Assessments include:</p> <ul style="list-style-type: none"> - Baseline assessments (PIRA tests, elicitations, independent writing) - Formative assessments (marking policies, learning conversations) - Summative assessment (SIMS data drops) - Ongoing work scrutiny using SIMS objectives, which show clear progression (planning to meet the needs of pupils and ensure no gaps in knowledge)
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Access to generic support without the individual pupil in mind may have little impact. Therefore, an individualised approach is provided to address barriers to learning. - The deployment of staff who do not know pupils well can be detrimental to pupil progress. Therefore, staff skill sets identified and deployed accordingly, in order to best support disadvantaged pupils. - Making decisions based on one-off assessment and decision points does not provide an accurate representation of progress. Therefore, responses will be based on data and evidence gathered from more frequent and accurate data points.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Setting up of “The Burrows” provision, to meet the SEMH needs of those pupils who display limited resilience to their learning. The aim is to develop foundations for learning which may be missing due to external factors.
Priority 2	Revising of behaviour policy, following on from September 2020 inset training. The aim is to ensure the poor behaviour of some pupils does not disrupt learning for others.
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Without clear, responsive leadership, recommendations from external inspections can be overlooked. Therefore, the schools’ SLT set ever higher aspirations and devolve responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance. - Stereotyping disadvantaged pupils as a group with less potential to succeed can become a self-fulfilling prophecy. Therefore, the school promotes an ethos of attainment for all pupils.
Projected spending	£32,215

Monitoring and Implementation

Area	Challenge	Mitigating action
Strategy aims	<ul style="list-style-type: none"> - Resourcing required for embedding engaging curriculum. - Staffing required analysing year group demographics and disseminating throughout school. 	<ul style="list-style-type: none"> - Teachers to produce list of resource requirements. - Additional teacher to spend seven weeks of focussed time, analysing data and providing resources.
Targeted support	<ul style="list-style-type: none"> - Ensuring the quality of interventions is the highest possible standard. - Staffing required analysing data, identifying next steps and 	<ul style="list-style-type: none"> - Staff deployment carefully considered to ensure expertise in relevant areas. - Regular CPD sessions for support staff (initially online). - Additional teacher to spend seven weeks of focussed time,

	empowering teachers to implement necessary strategies in the classroom.	analysing data and providing resources.
Wider strategies	<ul style="list-style-type: none"> - Logistical challenges when providing staffing in “The Burrows” without compromising staffing within classroom environments. - Ensuring staff feel supported and empowered by the behaviour policy. 	<ul style="list-style-type: none"> - SENDCo and SLT to monitor quality of provision in “The Burrows” and classroom environments. Consider adaptations to staffing if necessary. - Leaders support staff well.

Review: last year’s aims and outcomes

Aim	Outcome
Teachers know the next steps for learning for the disadvantaged pupils in their class.	Year group profile documents disseminated to develop classroom practice by helping teachers to identify key pupils and plan sessions to overcome barriers to learning.
Teaching assistants carry out high-quality interventions.	Fortnightly CPD for all teaching assistants has allowed for high-quality intervention to take place across the school setting. E.g. speech and language CPD, phonics CPD, etc.
Oracy and Vocabulary project embedded across the curriculum to develop communication skills	Oracy progression beginning to thread through English progression documents. Vocabulary rich environments throughout the school. High quality CPD delivered regularly. Regular assessment of vocabulary development embedded.