

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	242
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£83,300
Academic year or years covered by statement	2019-2020
Publish date	10 February 2020
Review date	01 July 2020
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 to carry forward. No data published for Academic year 2019-2020 due to COVID-19.

Measure	Score
Reading	-4.72
Writing	-4.94
Maths	-6.06

Disadvantaged pupil performance overview for last academic year

Disadvantaged pupil performance overview to carry forward. No data published for Academic year 2019-2020 due to COVID-19.

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	Teachers know the next steps for learning for the disadvantaged pupils in their class by priority marking and implementing seating plans which are disadvantaged-pupil centred. <i>Year group profile documents have also been developed this year. These have benefited classroom practice by helping teachers to identify key pupils and plan sessions to overcome barriers to learning.</i>
Priority 2	Teacher allocated to carry out “Read theory” intervention for disadvantaged, Non-SEN pupils and to have enrichment conversations following school trips. <i>All pupils receiving “Read theory” intervention made at least expected progress. Two pupils made accelerated progress.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> - High expectations of disadvantaged pupils’ work leads to better outcomes. - Disadvantaged pupils receiving regular, high-quality interactions with their class teacher allows for timely intervention. - Individualised teaching and learning ensures pupils’ needs are met. - Character and cultural capital development embeds understanding to support learning in the classroom environment.
Projected spending	£16,000

Teaching priorities for current academic year

Targets to move forward to September 2021. No data published for Academic year 2019-2020 due to COVID-19.

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	September 2020
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	September 2020
Progress in Mathematics	Achieve national average progress	September 2020

	scores in KS2 Maths (0)	
Phonics	All pupil groups achieve national average expected standard in PSC	September 2020
Other	Achieve national average progress scores in end of KS2 EPGS assessment (0)	September 2020

Targeted academic support for current academic year

Measure	Activity
Priority 1	Teaching assistants carry out high-quality interventions (including speech and language, nurture and phonics interventions) <i>Phonics CPD for all teaching assistants carried out, with additional training for assessing and monitoring against baseline outcomes. Speech and language CPD for relevant teaching assistants has allowed for high-quality intervention to take place across the school setting (individual My Plans monitor progress towards S&L targets).</i>
Priority 2	Subject leaders meet the needs of disadvantaged pupils through the implementation of responsive marking policies in core subjects, development of progression documents and regular work scrutiny. <i>Responsive marking policies embedded in core subjects. Progression documents in place, with further training to take place next academic year. Regular work and book scrutiny to continue in line with staff performance management and CPD.</i>
Barriers to learning these priorities address	Individual development gaps identified and next steps determined to allow pupils opportunity meet age related objectives
Projected spending	£63,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Oracy and Vocabulary project embedded across the curriculum to develop communication skills. <i>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.</i>
Priority 2	Year 6 school leaders act as positive role models

	and participate in activities alongside clients from local residential care home for adults with learning disabilities. <i>Positive experiences and outcomes from sessions shared in whole school worships, which included visitors from local residential care home.</i>
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Pupils can articulate thoughts and ideas - Pupils understand the importance of and begin to develop their own self-confidence, resilience and pride in work
Projected spending	£4,300

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow staff to analyse data and develop effective next steps for learning. <i>Staff meetings regularly focussed on class profiles, SEN and disadvantaged pupils. Pupil progress meetings took place in the Autumn term. Reporting to governors took place in the Spring Term.</i>	<ul style="list-style-type: none"> - Teachers attend progress meetings, know the next steps for learning for disadvantaged pupils and plan sessions which allow them to be successful. - Core subject leaders and SEND coordinator attend teaching and learning governor meetings to review assessment.
Targeted support	Ensuring enough time is given over to allow for staff development. <i>Full CPD program provided for teaching assistants with training sessions every three weeks. Subject leaders had either allocated meeting time or opportunities to run through progression documents.</i>	<ul style="list-style-type: none"> - Regular, high-quality CPD for teaching assistants to develop own subject knowledge and understanding of pedagogy - Subject leaders have staff meeting time
Wider strategies	The DfE 2015 Indices of Deprivation ranked Torridge as 67/326 local authorities in England, demonstrating a drop of 34 places since 2010 and indicating a widening pattern of relative deprivation. <i>Visitors attended whole school worship time, visitors linked to topic as part of WOW starters and celebration events, trips to places of worship, etc.</i>	<ul style="list-style-type: none"> - To provide opportunities for disadvantaged pupils to meet inspirational people and visit inspirational places

Review: last year's aims and outcomes

Aim	Outcome									
To meet the development needs of disadvantaged pupils and improve quality first teaching for all, through the employment of teaching assistants	Progress in key groups (speech and language and nurture) and improvement in quality first teaching, evidenced in learning works, lesson observations and work scrutiny									
To meet the national benchmark for end of KS2 maths assessments, through the development of before-school intervention groups and the employment of an additional UKS2 teacher	Upward trend and increased percentage of GDS <table border="1" data-bbox="786 562 1396 763"> <thead> <tr> <th></th> <th><i>National benchmark</i></th> <th><i>St Margaret's</i></th> </tr> </thead> <tbody> <tr> <td><i>2018</i></td> <td></td> <td><i>63% (6% GDS)</i></td> </tr> <tr> <td><i>2019</i></td> <td><i>79%</i></td> <td><i>71% (12% GDS)</i></td> </tr> </tbody> </table>		<i>National benchmark</i>	<i>St Margaret's</i>	<i>2018</i>		<i>63% (6% GDS)</i>	<i>2019</i>	<i>79%</i>	<i>71% (12% GDS)</i>
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To meet the national benchmark for end of KS2 writing assessments, through the purchase of technical equipment (i.e. laptop, headset, etc.) and "Dragon Speak" program	Increased percentage of GDS <table border="1" data-bbox="786 898 1396 1099"> <thead> <tr> <th></th> <th><i>National benchmark</i></th> <th><i>St Margaret's</i></th> </tr> </thead> <tbody> <tr> <td><i>2018</i></td> <td></td> <td><i>63% (0% GDS)</i></td> </tr> <tr> <td><i>2019</i></td> <td><i>78%</i></td> <td><i>67% (13% GDS)</i></td> </tr> </tbody> </table>		<i>National benchmark</i>	<i>St Margaret's</i>	<i>2018</i>		<i>63% (0% GDS)</i>	<i>2019</i>	<i>78%</i>	<i>67% (13% GDS)</i>
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