



Northam School's Federation How we are allocating our pupil premium 2017/18

- Learning in the curriculum
- 1 Teaching Assistant (TA) to lead maths intervention 'counting to calculate'.
- 1 HLTA to Literacy Support for Key Stage 1.
- 1 TA to support Speech and Language intervention for Reception and Key Stage 1.
- Pupil Premium Lead to attend Pupil Progress meetings.
- Maths Pre-teach.
- Targeted KS1 maths and literacy intervention.

Social, emotional and behaviour support

- Qualified TA to deliver forest school education to all Reception children inspiring them to learn in an outdoor environment.
- 1 HLTA and 1 Home school link worker to deliver 1:1 THRIVE intervention programmes
- Beach school TA to deliver beach school education to Year 2.



Enrichment beyond the curriculum

- Curriculum enrichment activities throughout the year including curriculum days.

Alternative pathways and curricula

- Funding for learning mentor to work with vulnerable pupils and families.

Families and communities

- Funding support towards the cost of uniform.
- Working with parents and families to provide before and after school child care.



Pupil Premium Expenditure Report 2017/18

| Number of pupils and pupil premium grant (PPG) received | |
|---|---------|
| Total number of pupils on roll (April 2017) | 195 |
| Total number of pupils eligible for PPG (April 2017) | 30 |
| Total amount of PPG received | £39,600 |

| Performance of disadvantaged pupils in Year 2 (pupils eligible for free school meals or in local authority care for at least six months) 2016 | |
|---|------------|
| % of pupils achieving age related expectations in Writing | 27% |
| % of pupils achieving age related expectations in Reading | 46% |
| % of pupils achieving age related expectations in maths | 36% |

| Attainment comparison (Pupil Premium Children Vs Non Pupil Premium children) | 2014-15 | | 2015-16 | | 2016-17 | |
|--|---------|-----------|---------|-----------|---------|-----------|
| | PP | Non PP | PP | Non PP | PP | Non-PP |
| Writing | 70% | 86% (+16) | 41% | 52% (+11) | 27% | 68% (+41) |
| Reading | 75% | 89% (+14) | 59% | 73% (+14) | 46% | 75% (+29) |
| Maths | 75% | 94% (+19) | 71% | 70% (-1) | 36% | 76 (+40) |



Pupil Premium Expenditure Report 2017/18

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 | | | | | | |
| 1 TA to lead maths intervention 'counting to calculate'. | £4,751 | Continued | From counting to calculating focuses on key aspects of mathematical understanding related to additive reasoning. It enables professionals to address misconceptions and gaps in children's understanding. | The children become more confident with mathematics and develop an understanding of the fundamental basics of additive reasoning. | Children will attain at least working towards the expected standard in their end of year assessments. Children will make better than expected progress in maths (more than 12 months across the year) | 50% PP children/ attending this intervention achieved the expected age related standard. All children attending this intervention made better than expected progress from their starting points. 80% of children attending this intervention achieved age related expectations in maths. |
| 1 HLTA to lead Literacy support in the afternoon across KS1 | £14,988 | Continued | To develop children's confidence with reading and provide them additional opportunities to read with adults. | Children to make better than expected progress in reading and develop better attitudes towards reading. | Children to make at least 2 colour reading bands progress. Children to exit programme reading at a (green band) | 90% of PP children attending this intervention are now attaining within the Y1 curriculum for reading. All other children in this reading intervention have made at least 3 book bands progress throughout the summer term. 85% of PP children attending additional phonics passed the Y1 phonics screening check. |
| Pupil Premium Lead to attend Pupil Progress meetings | £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. |

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| Targeted KS1 maths and literacy intervention | | New | To provide targeted literacy and maths support to PP children across years 1 and 2. Small group maths work focusing on closing gaps and supplementing pre-teach strategies. Reading and phonic support in year 1 aimed at accelerating progress of PP children. | Accelerated progress in maths and literacy for identified groups of children across KS1. | Evidence from tracking data, elicitation and application activities in maths and reading running record assessments. | Daily intervention has been tailored to the needs of specific children within each class across KS1. Two children in year one have made significant progress in reading. Four children have made good progress in maths with two children achieving ARE by the end of the year. |
| 1 TA to support Speech and Language intervention for Reception and Key Stage 1 | £2281 | Continued | To improve the quality of children's speech and their understanding of spoken language. | Children will have improved speech. They will be understood by their peers and have an understanding of spoken language to be able to follow instructions. | Initial assessments are made and compared to exit assessments. Follow up work in class may be necessary by Speech and Language trained TAs. | 50% of children identified for speech and language needs have successfully completed the programme and are now operating at age related expectations for speaking. The other 50% of children receiving this intervention have more specific speech and language needs, which are still being addressed through ongoing intervention. |
| 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. | 33% of these children achieved age related expectations. Significant gains in children's confidence to tackle mathematics has been noticed during this research project. We have refined our selection process for next academic year to achieve greater results. |
| Social, emotional and behaviour support | | | | | | |
| Beach school and Forest school. | £4,113 | continued | To allow children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings. Developing | Children have experience of learning outdoors and develop better social skills and communication. | In Reception scores for PSED improved from previous academic year. In year 2 children are well rounded and resilient. They can cope with the | Most areas of PSED increased from last academic years data. Children in Y2 undertook SATs tests in a positive way. Comments from parents towards the sensitive way that |

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| | | | relationships based around trust and self-exploration. | Impacting on nurture of positive SEMH | assessments requirements of the National Curriculum | that the test were handled was extremely positive. |
| 1 HLTA to deliver 1:1 and small group THRIVE intervention programmes including nurture groups | £6,418 | continued | To develop children's social and emotional well-being, enabling them to engage with life and learning. Supports them in becoming more self-assured, capable and adaptable. | The large majority of children 85% + make progress between interruptions through the THRIVE programme. | Children in the programme have developed better self-esteem and confidence to approach life and learning. | 75% of PP children undertaking THRIVE intervention throughout the year no longer require this intervention. 50% of all children attending THRIVE interventions this year no longer require this intervention. |
| Families and communities | | | | | | |
| Funding support towards uniform and school equipment. | £180 | continued | Families of children in receipt of pupil premium funding receive discounts on uniform and book bags. | To allow everyone to be included and feel part of the school community. | Fewer incidents of singling out and/or bullying recorded | All children in receipt of pupil premium funding have full uniform and book bags. There is no visible social divide throughout the school. |
| Breakfast club | £100 | continued | 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. | This was accessed by many vulnerable families throughout the year. There was positive feedback about how this helped their children to have a positive start to the school day. In one case a child has been supported due to extremely difficult family circumstances. |
| Enrichment beyond the curriculum | | | | | | |
| Trips visits and visitors | £200 | continued | theatre company visits 2 x visits to Rosemoor Gardens Zoo visits Circus day Science day | To provide all children with enriched curriculum opportunities. | Greater engagement with learning, improved attendance and behaviour of targeted pupils. | With support children with Individual Behaviour Plans have been able to attend trips and enjoy visits from outside companies. All PP children have been able to access all trips without any parental contributions. |
| Alternative pathways and curricula | | | | | | |
| Learning mentor and Family Support Worker | £3,404 | continued | To support targeted children whose social, behavioural and/or emotional needs pose a barrier to learning, | Children's emotional wellbeing is supported effectively and to ensure certain | Children who experience; Bereavement Family break ups Long term illness | Many children have been supported by learning mentors this year. One family was helped to access a food bank. Five children were supported through very |

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| | | | sometimes developing an alternative curriculum to engage pupils with learning. To work with vulnerable families to access support through multi-agencies | situations have a minimal impact on learning. | Peer fall out Anxiety Relationships Are fully supported. | challenging family bereavements. A group of children were supported through very difficult family circumstances. In all cases the children were supported through challenging periods of their lives and could continue accessing the age appropriate curriculum. |
| Total | | | | | | |



Pupil Premium Expenditure Report 2016/17

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

| Reception | | | | |
|---|--------------------------------|------------------------------|------------------------------|------------------------------|
| | Attainment on entry (ARE/ARE+) | Autumn Attainment (ARE/ARE+) | Spring Attainment (ARE/ARE+) | Summer Attainment (ARE/ARE+) |
| Reading | | | | |
| Writing | | | | |
| Maths | | | | |
| <i>Progress since last assessment point</i> | Reading | | | |
| | Writing | | | |
| | Maths | | | |

| Year 1 | | | | |
|---|--------------------------------|------------------------------|------------------------------|------------------------------|
| | Attainment on entry (ARE/ARE+) | Autumn Attainment (ARE/ARE+) | Spring Attainment (ARE/ARE+) | Summer Attainment (ARE/ARE+) |
| Reading | 81.8% | | | |
| Writing | 36.4% | | | |
| Maths | 63.6% | | | |
| <i>Progress since last assessment point</i> | Reading | | | |
| | Writing | | | |
| | Maths | | | |

| Year 2 | | | | |
|---|--------------------------------|------------------------------|------------------------------|------------------------------|
| | Attainment on entry (ARE/ARE+) | Autumn Attainment (ARE/ARE+) | Spring Attainment (ARE/ARE+) | Summer Attainment (ARE/ARE+) |
| Reading | 38.5% | | | |
| Writing | 38.5% | | | |
| Maths | 38.5% | | | |
| <i>Progress since last assessment point</i> | Reading | | | |
| | Writing | | | |
| | Maths | | | |