



Pupil Premium Report

March 2018 - March 2019

‘The disadvantaged pupils’ team rigorously monitors the progress of vulnerable pupils, reporting on their work to the linked governor. As a result of this cohesive approach, disadvantaged pupils achieve as well as other pupils.’

(OFSTED 2016)

The government currently allocates additional funding to schools in the form of ‘The Pupil Premium’. One of the criteria used to calculate this additional funding is the number of pupils at a school who receive or who have ever received Free School Meals (FSMs).

The Pupil Premium is a grant provided to enhance educational opportunity for children in families of lower income. This additional funding is paid to schools in respect of their disadvantaged pupils (which includes pupils who have been registered for free school meals at any point in the last six years, looked after children, adopted pupils and service children).

Schools use this funding to narrow any attainment gap between these children and their peers.

Context of School

Northowram Primary School serves a predominantly white British ward in Calderdale. Although most families live within the village, a significant number of children attend our school and live in other areas including Bradford and North Halifax. It is a larger than average school with 474 pupils on roll. The number of pupils known to be eligible for free school meals is low placing the school in the lowest quintile compared to other schools nationally. The school’s deprivation factor is below national averages. Most pupils who attend the school are White British. The number of pupils with SEN is similar to other schools nationally and the number of children with a statement of Special Educational Needs is in line with or higher than other schools nationally.

Vision, Aims and Principles

Our aims and principles for the spending of the Pupil Premium grant are guided by our school vision statement:

- All pupils will make progress which is beyond expectation
- Pupils will be encouraged to see their potential for improvement from any starting point
- Pupils will be motivated to achieve ambitions both in and out of school
- Pupils will receive strong and skilled personal guidance to support the achievement of higher outcomes

In addition, the following are used as guiding principles when considering the most efficient and effective way to spend the Pupil Premium grant:

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups – this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive (or have received) free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at one time.

To achieve these aims, the Pupil Premium grant will be spent in a wide variety of ways including:

- The continuous development of outstanding teaching in all classes.
- Funding additional staff roles specifically designed to safeguard and promote the well-being of vulnerable children including socially disadvantaged children.
- Providing small group or 1:1 work with an experienced teacher focussed on overcoming gaps in learning and narrowing any gap between the children and age-related expectations
- Providing small group or 1:1 work with an experienced teacher focussed on accelerating learning to above age related expectations
- Additional Teaching Assistant support in lessons aimed at accessing age-related learning
- Acquiring effective materials aimed at raising standards and narrowing any attainment gap, particularly in reading, writing and mathematics
- Funding learning opportunities outside of school including sporting clubs, residential visits and musical tuition

Roles and Responsibilities

Disadvantage Pupils Team

Pupil Premium Manager – Gareth Whittam (Acting Deputy Headteacher)

To ensure that audit, monitoring, action planning and development linked to the allocation of the Pupil Premium grant is in place and is effectively overcoming any barriers which disadvantage might create.

To support and direct staff within the Disadvantaged Pupils Team - in using effective strategies to overcome barriers to learning for disadvantaged pupils and their families.

To analyse pupil data linked to attainment and achievement, attendance and punctuality for all disadvantaged pupils producing half termly reports.

To manage the Pupil Premium grant budget including authorising all purchases.

To regularly report (on the above) to staff, leadership team and governors.

School Office Manager - Julia Lindsey and Leanne Maude

To work with the Pupil Premium Manager to manage and report the use of the Pupil Premium Grant budget.

The Leadership Team

To be responsible for policy development, curriculum planning and the monitoring of standards linked to disadvantaged pupils.

Pupil Premium Teaching Assistants – Helen Gray, Philippa Walker, Victoria Wardle

Under the direction of the Pupil Premium Manager, to plan/deliver/evaluate interventions, source resources and monitor the progress of disadvantaged pupils.

To work directly with disadvantaged pupils using a wide range of social and academic intervention.

To communicate regularly with parents about the range of support (intervention/resources/links to other agencies) which is on offer for children eligible for the Pupil Premium Grant and work with them to identify how additional funds can be used most effectively to meet the needs of individual children and families.

To provide an on-going contact point for parents and children eligible for the Pupil Premium grant.

To liaise with class teachers about the content and progress of additional work and resources with disadvantaged pupils.

Designated Safeguarding Lead/Head of Pastoral Care - Jane Jennings

To liaise with the Pupil Premium Manager to manage (including communication with parents) any safeguarding issues relating to disadvantaged pupils and their families include the monitoring of attendance and punctuality.

To manage referrals for disadvantaged pupils to Learning Mentors and external agencies

Learning mentors – Anne Taylor and Kathryn Scott

Under the direction of the DSL and Pupil Premium Manager, to provide a wide range of social and emotional support and intervention for children including disadvantaged pupils on any pastoral issue this may affect academic progress and personal well-being.

Governing Body: Link Governor for Pupil Premium – Marcus Rathbone

To challenge and support the school leadership team to ensure that the aims and principles of the school's support for disadvantaged pupils are met.

To ensure that an on-going focus on Pupil Premium and disadvantaged pupils is included in each full governing body meeting and in sub-committees of School Improvement and Finance and General Purpose.

PUPIL PREMIUM SPEND (March 2018-March 2019) Reception to Year 6	Pupil Premium Grant received (44 pupils) £ 60,980
<i>Pupil Premium support assistants</i>	£29,500
<i>Pastoral learning posts (Including contribution towards salary of Head of Pastoral Care and 2 x part time learning mentor posts)</i>	£9,000
TOTAL PUPIL PREMIUM SPEND ON STAFF WAGES	£38,500
<ul style="list-style-type: none"> • <i>School trips (including HOWTOWN residential)</i> 	<ul style="list-style-type: none"> • £1,426
<i>Teaching and Learning resources</i> <ul style="list-style-type: none"> • <i>Laptops for home/school use</i> • <i>Targeted Reading books</i> • <i>CGP Maths and GPS books (homework books)</i> <ul style="list-style-type: none"> • <i>Spelling practice books</i> • <i>Mindfulness resources</i> 	<ul style="list-style-type: none"> • £0 • £368.00 • £2145.00 • £1256.77 • £14.52
<ul style="list-style-type: none"> • <i>School Uniform</i> 	<ul style="list-style-type: none"> • £1,338.80
<i>Extra-Curricular activities</i> <ul style="list-style-type: none"> • <i>Violin instrument hire</i> • <i>Guitar lessons (1:1)</i> • <i>Drumming lessons/samba lessons</i> <ul style="list-style-type: none"> • <i>Drama Club</i> • <i>Year 6 girls support group</i> 	<ul style="list-style-type: none"> • £90.00 • £385.00 • £744.00 • 600.00 • £80

<i>Education Welfare Service</i>	<ul style="list-style-type: none"> • £540
<i>CPOMS (Child Protection Online Monitoring Service) annual License</i>	<ul style="list-style-type: none"> • £895
<i>Training and Development</i> <ul style="list-style-type: none"> • <i>NASEN Membership</i> • <i>Behaviour management training</i> • <i>Englishtype Version 5</i> 	<ul style="list-style-type: none"> • £112.00 • £325.00 • £250.00
<ul style="list-style-type: none"> • <i>Private 1:1 tuition</i> 	<ul style="list-style-type: none"> • £406.00
<ul style="list-style-type: none"> • <i>Education Psychologist</i> 	<ul style="list-style-type: none"> • £425.00
<i>Other:</i> <ul style="list-style-type: none"> • <i>Food (including baking resources and snack for HW club)</i> • <i>YPO and TTS orders for PP rooms</i> <ul style="list-style-type: none"> • <i>Amazon orders</i> • <i>Supply cover costs for training</i> • <i>Travel expenses</i> • <i>GAMZ order</i> 	<ul style="list-style-type: none"> • £12.91 • £403.57 • £347.57 • £273 • £7.29 • £44.00
TOTAL PUPIL PREMIUM SPEND ON ADDITIONAL RESOURCES	£11,100.83
TOTAL PUPIL PREMIUM SPEND March 2018-March 2019	£49,600.83

Original budget submitted for PP 2018-19 was £51,470 based on previous years funding. Our expenditure planning was based on this. The actual amount of Pupil Premium income was £60,980 giving us an underspend of £11,380 at the end of the financial year. Being keen to preserve this funding to benefit PP children, we preserved £10,000 in training and Development (2019/2020 budget) to fund a year-long investment in Behaviour training from Pivotal Education. Review of the impact of this work will be included in next year's Pupil Premium report.

Impact of Pupil Premium spend

We monitor and measure the impact of our pupil premium spend and strategy in a range of ways including:

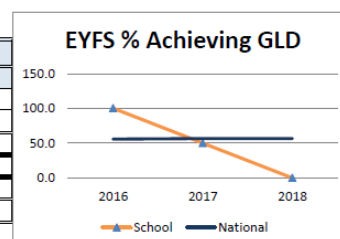
- **Intervention monitoring (impact sheets).** The impact of all interventions (group and 1:1) is monitored which allows us to evaluate the effectiveness of the additional support we provide. Current interventions evaluated as being especially successful are teacher-led small group additional support in Reading and Writing, homework club, SULP groups (social use of language) and teaching assistant-led 1:1 bespoke interventions based on pupil need in a range of academic, social and pastoral areas.
- **Pupil, parents, staff feedback**
- **Progress and attainment data**

Progress and attainment data for disadvantaged pupils 2018-2019:

Early years (end of Reception year data). Please note the small cohort size of three pupils. Additional teaching assistant support has been put in place to support these pupils in year 1.

EYFSP	2017		2018		2019	
	School	National	School	National	School	National
% Achieving						
GLD	100.0	55.9	50.0	56.6	0.0	56.7
Av Total Points Score	37.0	31.5	33.5	31.5	27.0	31.5
Reading - Expected+	100.0	63.0	50.0	62.1	0.0	62.2
Writing - Expected+	100.0	58.0	50.0	58.6	0.0	58.5
Number - Expected+	100.0	66.0	100.0	66.1	33.3	66.3
GLD Gap to Nat Other	-26.6	17.5	24.4	16.8	74.4	17.7

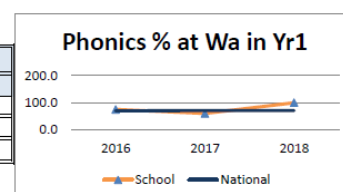
Size of cohort: 3



Phonics (end of year one) 100% of this small cohort of disadvantaged pupils passed the year one phonics screener this year!

Phonics	2017		2018		2019	
	School	National	School	National	School	National
% Achieving						
Working At (Year 1)	75.0	70.1	60	71.7	100	70.9
End of Key Stage	100.0	85.7	60.0	85.5	83.3	85
Yr1 Gap to Nat Other	8.7	13.6	25.0	13.3	-15.7	13.4

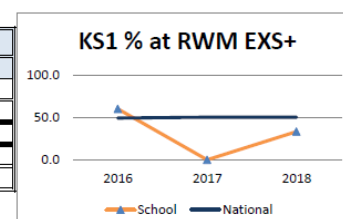
Size of year 1 cohort: 2



KS1 attainment (end of year 2). Please note that two pupils within this small cohort of 4 have SEND and EHC plans for complex learning difficulties

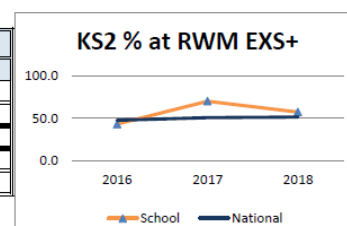
KEYSTAGE 1	2017		2018		2019	
	School	National	School	National	School	National
% Achieving						
RWM Combined EXS+	60.0	49.3	0.0	50.2	33.3	50.1
Reading - Expected+	100.0	63.2	40.0	62.5	50.0	62.0
Writing - Expected+	60.0	54.3	20.0	55.4	33.3	54.9
Maths - Expected+	100.0	62.3	60.0	62.8	50.0	62.5
RWM Gap to Nat Other	7.7	18.4	69.3	19.1	35.4	18.6

Size of cohort: 4



KS2 attainment (end of year 6) Please note that attainment for this larger cohort (6 pupils) of disadvantaged pupils (the number of pupils achieving at or above the expected standard in Reading, Writing and Maths) is above that achieved by disadvantaged pupils nationally for the second year. In reading and writing, the attainment of disadvantaged pupils is above that achieved by non-disadvantaged pupils and significantly above the levels achieved by disadvantaged pupils nationally.

KEY STAGE 2	2017		2018		2019	
	School	National	School	National	School	National
% Achieving						
RWM Combined EXS+	42.9	47.4	70.0	50.7	57.1	51.4
Reading - Expected+	42.9	59.9	70.0	64.3	85.7	62.0
Writing - Expected+	42.9	65.8	80.0	67.5	85.7	67.8
Maths - Expected+	42.9	63.3	80.0	63.9	57.1	67.4
RWM Gap to Nat Other	24.5	20.0	0.4	19.7	13.6	19.3

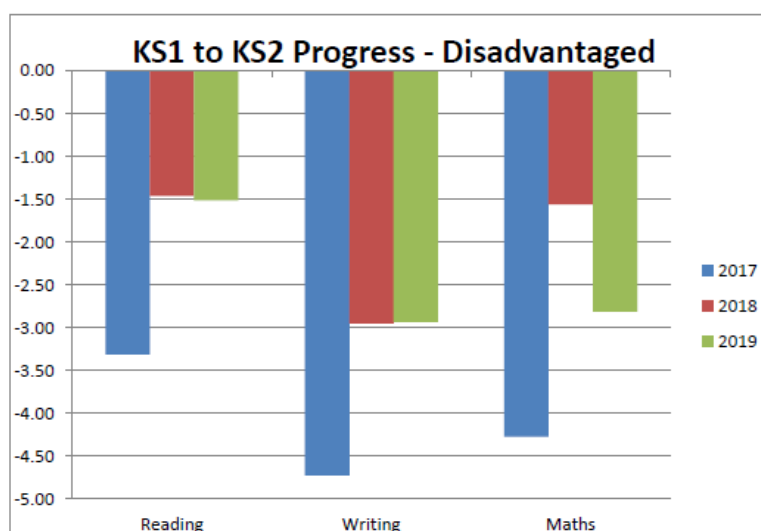


Size of cohort 6

Progress from KS1 – KS2 Please note that good progress would be denoted by values greater than zero. This cohort's progress at the end of year 6 is compared to what they achieved at the end of year 2 SATs (using old-style levels). Our projections for 2019/2020 is that our current Y5 cohort of disadvantaged pupils will go on to make positive progress (greater than zero) when compared 'like for like' to their achievement at the end of year 2 when they were the first cohort to be assessed in 2016 at the end of year 2 against the 'expected level'.

KS2 Progress	2017		2018		2019	
	School	National	School	National	School	National
Reading	-3.31	-0.70	-1.46	-0.59	-1.51	-0.59
Writing	-4.72	-0.37	-2.95	-0.43	-2.93	-0.43
Maths	-4.27	-0.61	-1.56	-0.58	-2.81	-0.66

Size of cohort: 6



- **Behaviour logs on CPOMS system**

We monitor the frequency and severity of behaviour incidents linked to PP children as we know that good behaviour contributes to academic progress and the child's well-being. This is taken into account in our half termly planning meetings where additional pastoral intervention and pastoral support are provided to improve behaviour. As a cohort, most pupils eligible for the pupil premium grant behave well with infrequent logs of behaviour concerns. We have a number of pupils with complex needs or special needs which can result in challenging behaviours (4 pupils with EHC plans linked to SEMH) who are also eligible for pupil premium who require additional support within school or with external agencies to make progress with their behaviour.

- **Uptake and involvement in extra-curricular clubs**

We monitor how many children who are eligible for the pupils premium grant take up our curriculum pledge to check that disadvantaged children at our school enhance their core curriculum through participation in the clubs and activities we offer before and after the main school day. Data shows that our general uptake for all pupils is around 50% and the take-up rate for pupils eligible of the pupil premium grant is in line with this showing that we ensure that financial and other barriers do not prevent pupils from taking part in extra-curricular activities

2019-2020 Pupil Premium strategy

In line with our vision and aims, spending from Pupil Premium budget will tightly align with the school's development priorities for the academic year September 2019-July 2020 which are:

To increase attainment and progress in maths in all year groups.

Pupil Premium target: For the vast majority of Pupil Premium children to be working at or above national and local averages in Maths

- Prioritise Pupil Premium pupils in Reception, Year 1,2 and 6 for intervention and additional support in Maths
- Provide bespoke support programmes for Pupil Premium pupils who have fallen behind in Maths
- Continue 'same day' intervention for children (including targeted pupil premium pupils) to ensure children 'keep up not catch up'

To sustain and increase progress in English (Reading, Writing, SPAG) in all year groups.

Pupil premium target: For the vast majority of pupil premium children to be working at or above national and local averages in reading, writing and spelling

- Prioritise Pupil Premium pupils in Reception, Year 1, 2 and 6 for intervention and additional support in all aspects of English
- To increase the reading speeds, fluency, attainment and progress in Reading in line with the schools plan for the year.
- Provide bespoke support programmes for Pupil Premium pupils who have fallen behind in English
- Research and purchase a new reading scheme in years 1-6 to support rigorous teaching and practicing of reading in all year groups.
- Support children in the Early Years by providing extra Phonics interventions where appropriate for identified children.

In addition to the above:

To monitor and establish clear assessment focus for children in all areas – monitoring social and emotional progress as well as academic progress.

To monitor the progress of Reception children and to provide personalised interventions to support an increased number of children achieving GLD.

Establish clear and regular TAC meetings with PP pupils and parents that allow to sharing of targets and development of children.

In addition, there are an increasing number of children in our school eligible for pupil premium who have SEND or who are 'permanently placed' (newly adopted/special guardianship etc)

This year, we aim to provide specialist sensory provision and therapeutic sessions for children to improve their wellbeing and learning. In addition, our school development plan outlines our aim to become an 'adoption friendly school' this year.

Increasing provision for all PP (and SEN cross over children) in-line with new sensory room provision.

To provide opportunities to develop resilience, confidence and teamwork through forest schools' sessions.