

Hexham Middle School – Pupil Premium Funding

What is it?

Schools are allocated funds for the specific purpose of boosting the attainment and progress of a particular group of pupils. The funding for pupil premium pupils is allocated to schools in relation to the following:

- i. Those who have been registered for free school meals at any point in the last six years.
- ii. Those who are in the care of, or provided with accommodation by, an English local authority (looked-after children).
- iii. Children who have ceased to be looked after by a local authority in England and Wales.
- iv. Children of service personnel.

Parents can inform the school that they are service personnel or have adopted children so that these funds can be claimed by the school, as this particular information is not provided to the school from any other source. Any information provided will, of course, be treated in the strictest confidence.

Funding is specifically allocated to raise the attainment of these groups of pupils and to close the gap in attainment and progress between them and other children in their year group both within the school and nationally. Whilst schools are free to spend these funds as they see fit, we are required to publish online information about how we have used the funds and the impact it has had upon attainment.

End of Key Stage 2 Attainment and Progress Data (unvalidated)

| | Attainment of Hexham Middle School pupils eligible for pupil premium funding in 2018 | Attainment of Hexham Middle School pupils eligible for pupil premium funding in 2017 | Other pupils nationally (2017) <i>2018 figs not yet available</i> | Attainment of Hexham Middle School pupils eligible for pupil premium funding in 2016 |
|---|---|--|---|--|
| % reaching expected standard in reading | 45% | 72% | 77% | 52% |
| % reaching the expected standard in writing (teacher assessed) | 70% | 72% | 81% | 77% |
| % reaching the expected standard in maths | 40% | 61% | 80% | 39% |
| % reaching the expected standard in reading, writing and maths | 35% | 56% | 67% | 23% |
| % reaching the expected standard in grammar, punctuation and spelling | 40% | 72% | 82% | 68% |

Identifying barriers to educational achievement for disadvantaged pupils in school:

To identify barriers we:

- Observe pupils in day-to-day teaching
- Closely track and monitor pupil progress to identify barriers and implement interventions
- Closely monitor the progress of pupils by reviewing the quality of work in their books and folders
- Analyse transition data from First Schools and hold face-to-face handover meetings with Year 4 staff
- Liaise closely with parents and other agencies (where appropriate)
- Senior and middle leaders meet regularly to hold a 'Focus Group' which reviews pupil progress and engagement and implements necessary actions to further continue the focus on narrowing the gaps in attainment and progress.
- Track the attendance of all pupils at a micro level
- Track the engagement of all pupils in extra-curricular and curricular opportunities

The main barriers disadvantaged pupils at HMS could face are:

- Attendance concerns
- Lower levels of literacy and numeracy
- Lack of support with learning outside of school
- Lower aspirations
- Varied attitudes to learning
- Less participation in the wider curriculum opportunities in school

All of the detailed strategies documented below work to remove these barriers for all pupils and ensure that they engage fully in school life to make the best academic and social progress during their time with us in school.

In the academic year 2017-18, we received **£100,841** in funding for disadvantaged pupils. We used the funding in the following ways:

| Strategy | Cost | Impact |
|---|---------|--|
| Tracking and management of disadvantaged pupils' progress and intervention | £12,100 | <ul style="list-style-type: none"> • Close tracking of progress and the impact of intervention meant that pupils were targeted for rapid support in English and maths. • Additional lessons were provided for key groups of pupils which ensured more coverage of the curriculum content and more revision of key skills. • Learning Support was provided in English and maths every day which allowed for targeted small group work. |
| Additional Learning Assistant Support for KS2 | £18,250 | |
| Intervention with Years 5 and 6 | £4,140 | <ul style="list-style-type: none"> • Specialist teachers able to teach small groups where key weaknesses were identified. • Additional coverage of the English and maths curriculum. |
| Attendance/punctuality/progress monitoring, planning and liaison with external agencies | £16,200 | <ul style="list-style-type: none"> • Consistent daily tracking and actions taken to improve attendance. • School's FSM attendance at 92.3% c.f. 91.2% nationally. • PA 20% c.f. 28.1% nationally. |
| Additional staffing <ul style="list-style-type: none"> • SLT Secondment for specific disadvantaged pupil role • Additional teaching support | £20,520 | <ul style="list-style-type: none"> • Targeted staff training throughout the year focused on strategies to support disadvantaged pupils meant that the group were a key focus and priority in teacher planning. • Pupil Voice surveys were conducted to ensure that the group had their opinions on school life heard and subsequent actions were taken in key areas. • Pupil profiles were created for many pupils to give a more thorough overview of each pupil's strengths, weaknesses and gaps. |
| Standardised progress testing | £1,520 | <ul style="list-style-type: none"> • Better informed teaching strategies and interventions based on pupil profiles from the testing. • Key indicators of gaps in pupils' learning which were worked on through additional intervention. |
| Maths software | £160 | <ul style="list-style-type: none"> • Greater engagement through online learning. |
| Software to support development of spelling, punctuation and grammar | £200 | <ul style="list-style-type: none"> • Increased engagement and more focussed tracking and intervention. • Increase in homework completion. |
| Learning support room activities (break and lunchtimes) | £3,000 | <ul style="list-style-type: none"> • Increased focus in class due to more structured break times and lunch times. • Social development and interaction through guided group work and social activities. |
| Additional tracking and subject reviews. Staff coaching towards disadvantaged pupils. | £16,000 | <ul style="list-style-type: none"> • Targeted reviews of performance and curriculum offer for disadvantaged pupils. • Comparing the progress of disadvantaged pupils and their non-disadvantaged peers. |

| | | |
|--|-----------------|--|
| | | <ul style="list-style-type: none"> • Actions taken with curriculum leadership team to ensure sustained progress in lessons and improvements in pupils' books. |
| Thrive Practitioner | £2,030 | <ul style="list-style-type: none"> • Qualified Thrive practitioner now active in school. • Targeted 1:1 Thrive mentoring underway with planned expansion for 2018-19. |
| Science intervention packs | £180 | <ul style="list-style-type: none"> • Increased engagement and achievement in Science. |
| English and maths intervention packs | £140 | <ul style="list-style-type: none"> • Targeted provision of CGP revision materials for disadvantaged pupils. • Resources used at home and in school to ensure adequate coverage of the age-related expectations in a structured manner. |
| Breakfast Club supervision | £560 | <ul style="list-style-type: none"> • Targeted English and maths support with breakfast provided raised engagement for year 6 pupils. Motivational and engaging. |
| Engagement tracker | £1,960 | <ul style="list-style-type: none"> • Increased participation in extra-curricular activities. However, this could be developed further. |
| Year 4/5 and Year 8/9 transition support | £1,640 | <ul style="list-style-type: none"> • More settled introduction to middle school / high school. |
| SATs breakfast | £230 | <ul style="list-style-type: none"> • Improved motivation and self-belief. |
| Reading intervention | £2,800 | <ul style="list-style-type: none"> • Improved reading attainment. This is to be developed further in 2017-18. |
| Celebration of success | £500 | <ul style="list-style-type: none"> • Boost to self-esteem and confidence. |
| Uniform and equipment | £500 | <ul style="list-style-type: none"> • Improved self-esteem. |
| Additional activities not costed: Raising aspirations through community / HE links and enrichment Year 8 English and maths leaders. Digital Leaders (trained) | | <ul style="list-style-type: none"> • Improved self-esteem and ambition. • Pupils better informed about future opportunities. • Leadership roles and daily involvement in supporting school life (Digital Leaders). |
| TOTAL | £102,630 | |

In the academic year 2018-19, we expect to receive **£95,000** in funding for disadvantaged pupils. We intend to allocate this in the following ways:

| Strategy | Projected Cost | Sutton Trust research on likely impact of strategies / rationale |
|---|-----------------------|--|
| Tracking and management of disadvantaged pupils' progress and intervention | £11,010 | +4 months progress (small group tuition) +3 months progress (individualised instruction) |
| Attendance/punctuality/progress monitoring, planning and liaison with external agencies | £18,360 | +1 month progress (mentoring) +3 months progress (parental involvement) |
| Additional staffing: <ul style="list-style-type: none"> – Additional 0.5 teacher to allow for the establishment of a targeted support group in KS2 – Additional teaching support in classes | £17,830 | +4 months progress (small group tuition) +3 months progress (reducing class sizes) |
| Intervention coordinator to lead additional lessons to KS2/3 | £21,300 | |
| Additional Learning Assistant Support for KS2 (12 hours per week) | £6,800 | +5 months progress (1:1 support) +4 months (small group tuition) |
| Year 4/5 and Year 8/9 transition support | £400 | +1 month progress (mentoring) +4 months progress (social and emotional learning) |
| Standardised progress testing | £2,800 | +8 months progress (feedback) +2 months progress (learning styles) +3 months progress (individualised instruction) |
| English and maths intervention packs (CGP resources) | £150 | +5 months progress (reading comprehension strategies) |
| Software to support development of spelling, punctuation and grammar | £210 | |
| Learning walks / subject reviews (monitoring the quality of provision) | £7,070 | |
| Maths software | £570 | |
| Staff development | £900 | |
| Learning support room activities (break and lunchtimes) | £3,540 | +4 months progress (social and emotional learning) |
| THRIVE programme | £250 | +4 months progress (social and emotional learning) |

| | | |
|--|----------------|--|
| | | |
| Engagement and participation tracking | £4,670 | +2 months progress (sports participation) +4 months progress (outdoor adventure learning) +2 months progress (arts participation) |
| Uniform and equipment | £200 | |
| Breakfast club | £870 | |
| SATs breakfast | £250 | |
| Celebrations of success | £200 | |
| Additional activities not costed: Raising aspirations through community, Higher Education and employer links and enrichment. Training for parents to help them to support their child. Pupil voice/political engagement. | | +3 months progress (parental involvement) +4 months progress (social and emotional learning) +2 months progress (arts participation) |
| TOTAL | £97,380 | |

The strategies above will be reviewed in September 2019.