

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.

Table 1: End of Key Stage 2 Attainment and Progress Data (unvalidated)

	Attainment of Hexham Middle School pupils eligible for pupil premium funding in 2019	Attainment of Hexham Middle School pupils eligible for pupil premium funding in 2018	Other pupils nationally (2018) <i>*2019 figures not yet available</i>
% reaching expected standard in reading	52%	45%	80%
% reaching the expected standard in writing (teacher assessed)	67%	70%	83%
% reaching the expected standard in maths	62%	40%	81%
% reaching the expected standard in reading, writing and maths	43%	35%	70%
% reaching the expected standard in grammar, punctuation and spelling	62%	40%	92%

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.

Table 2

In the academic year 2018-19, we received **£92,275** 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 including analysis of data	£10,980	<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. • This led to attainment improvements listed above in Table 1.
Attendance/punctuality/progress monitoring, planning and liaison with external agencies	£18,430	<ul style="list-style-type: none"> • Consistent daily tracking and actions taken to improve attendance. • School's FSM attendance at 93.3% c.f. 91.1% nationally. • PA 23% c.f. 28% nationally.
Additional staffing: <ul style="list-style-type: none"> – Additional 1.0fte KS2 teacher to allow for smaller group teaching for disadvantaged pupils 	£23,100	<ul style="list-style-type: none"> • Focus group of KS2 pupils established with one primary teacher. This group focused on targeted teaching in core skills including: fluency, arithmetic, spelling, handwriting and reading. • Pupils accessed additional activities such as Forest School as part of the timetable. • 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.
Additional teaching support	£1,330	<ul style="list-style-type: none"> • Specialist maths teacher (secondary) teaching a key intervention group to boost key stage 2 progress.
Intervention coordinator to lead additional lessons to KS2/3	£21,370	<ul style="list-style-type: none"> • Full timetable of intervention taking place across the school week. • Pre-teaching groups allowed pupils with vocabulary gap to learn key concepts and language ahead of teaching. • RAPID intervention sessions (modelled on the same day model) had impact in accelerating progress.
Additional Learning Assistant Support for KS2 (12 hours per week)	£7,080	<ul style="list-style-type: none"> • Learning Support was provided in English and maths every day which allowed for targeted small group work. • Additional support meant that those in receipt of pupil premium funding were all supported by additional adults in the classroom.
Year 4/5 and Year 8/9 transition support	£1,940	<ul style="list-style-type: none"> • Academic and pastoral information transferred earlier.

		<ul style="list-style-type: none"> • Support plans in place on arrival at school or new school.
Standardised progress testing	£2,800	<ul style="list-style-type: none"> • Better informed teaching strategies and interventions based on pupil profiles from the testing. • Earlier identification of curriculum knowledge gaps on admission into Year 5 so that targeted support was provided. • Key indicators of gaps in pupils' learning which were worked on through additional intervention.
English and maths intervention packs (CGP resources)	£1,000	<ul style="list-style-type: none"> • Provision of revision materials for pupils in all year groups to ensure more access to support for revision at home and in school.
Software to support development of spelling, punctuation and grammar	£210	<ul style="list-style-type: none"> • Access to support at home for EGPS development. • Access to support in school for additional targeted intervention. • Gap analysis to ensure rapid and sustained progress.
Learning walks / subject reviews (monitoring the quality of provision)	£7,070	<ul style="list-style-type: none"> • Targeted reviews of performance and curriculum offer for disadvantaged pupils. Curriculum Leaders had increased capacity to review progress of pupils in receipt of pupil premium funding. • Comparing the progress of disadvantaged pupils and their non-disadvantaged peers. • Actions taken with curriculum leadership team to ensure sustained progress in lessons and improvements in pupils' books.
Maths software	£570	<ul style="list-style-type: none"> • Greater engagement through provision of additional interactive software such as My Maths and Times Tables Rockstars.
Staff development	£900	<ul style="list-style-type: none"> • CPD programme to develop strategies for supporting pupils in and out of the classroom. • CPD focused on reducing variation in progress across pupil groups.
Learning support room activities (break and lunchtimes)	£3,690	<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.
THRIVE programme	£250	<ul style="list-style-type: none"> • Qualified Thrive practitioner now active in school. • Targeted 1:1 Thrive mentoring underway. • Interventions with key pupils including parental support and pupil coaching throughout the year.
Engagement and participation tracking	£4,670	<ul style="list-style-type: none"> • Increased participation in extra-curricular activities due to a closer level of tracking. • Monitoring the impact of provision of cultural capital

Uniform and equipment	£200	<ul style="list-style-type: none"> • Improved self-esteem. • Barriers to learning removed.
Breakfast club	£870	<ul style="list-style-type: none"> • Improved motivation and self-belief. • Early morning support meant that pupils were engaged from the minute they arrived in school.
SATs breakfast	£250	<ul style="list-style-type: none"> • Motivational support during a crucial week of the year. • Pastoral support each morning to provide a settled start.
Celebrations of success	£200	<ul style="list-style-type: none"> • Boost to self-esteem and confidence.
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.		<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). • Careers Fair organisation in school. • Funded 1:1 careers interviews for all pupils in receipt of pupil premium funding.
TOTAL	£106,910	

Table 3

For the academic year 2019-20, we anticipate an allocation of £86,724 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
SLT and Middle Leader Focus Group incl. parental engagement	£9,380	+3 months progress (parental engagement)
Tracking and management of disadvantaged pupils' progress and intervention including analysis of data	£12,580	+4 months progress (small group tuition) +3 months progress (individualised instruction)
Attendance/punctuality/progress monitoring, planning and liaison with external agencies	£19,030	+1 month progress (mentoring) +3 months progress (parental involvement)
Intervention coordinator to lead additional lessons to KS2/3	£21,890	+4 months progress (small group tuition)
Additional Learning Assistant Support for KS2 (12 hours per week)	£7,230	+5 months progress (1:1 support) +4 months (small group tuition)
Year 4/5 and Year 8/9 transition support	£2,000	+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)	£1,000	+5 months progress (reading comprehension strategies)
Software to support development of spelling, punctuation and grammar	£210	+4 months progress (using digital technologies)
Learning walks / subject reviews (monitoring the quality of provision)	£7,260	+8 months progress (feedback) +2 months progress (learning styles) +3 months progress (individualised instruction)
Maths software	£570	+4 months progress (using digital technologies)
Staff development incl. investing in 'Embedding Formative Assessment'	£930	+8 months progress (providing feedback)
Learning support room activities (break and lunchtimes)	£3,770	+4 months progress (social and emotional learning)
THRIVE programme	£250	+4 months progress (social and emotional learning)

Engagement and participation tracking	£4,630	+2 months progress (sports participation) +4 months progress (outdoor adventure learning) +2 months progress (arts participation)
Uniform and equipment	£200	
Breakfast club	£890	
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	£95,070	

The impact of the funding will be measured through:

- outcomes from national assessments at the end of Year 6
- ongoing assessment in school (both formative and summative)
- ongoing review of pupil progress (in books and lessons)
- through comparative analysis of groups of pupils
- through tracking the attendance and engagement of pupils
- monitoring and tracking the provision of the wider school curriculum
- pupil voice

The strategies are reviewed regularly as part of the Senior and Middle Leader Focus Group.

The next formal review will take place in September 2020.