

Pupil Premium 2018-19

The Pupil Premium Grant (PPG), which is additional to main school funding, is the Government's initiative to address the current underlying inequalities between children eligible for free school meals (FSM); and Children Looked After (CLA); and their peers. The Pupil Premium Grant is paid to schools by Local Authorities. The funding is calculated using the January School Census and CLA data returns.

Eligibility Definitions

Ever 6 FSM

The pupil premium for 2018 to 2019 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2017.

Children adopted from care or who have left care

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Ever 6 service child

For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2018 school census who was eligible for the service child premium since the January 2012 census as well as those recorded as a service child for the first time on the January 2018 school census.

Principles of Pupil Premium Spending 2018-2019

- We ensure that teaching and learning opportunities for all pupils meet their individual needs
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups and this includes ensuring that the needs of the socially disadvantaged children are adequately assessed and addressed
- We recognise that, when making provision for socially disadvantaged children, not all children in receipt of FSM are disadvantaged
- Similarly we recognise that there are children not in receipt of FSM who are socially disadvantaged and we reserve the right to make special provisions for these children
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups and/or individuals. Limited funding may mean that not every child receiving FSM will be in receipt of Pupil Premium interventions at any one time.

Northcott allocated the funding for 2018 -2019 where it was most likely to have an impact. As part of the school's regular performance monitoring we evaluate the impact of PPG. This is done in a variety of ways including pupil observation, pupil assessment by internal/external specialists, as well as performance related data. *In this academic year there is an estimated take up of 55 FSM and 9 CLA out of a whole school cohort of 54% who qualify for PPG.*

Priorities For Academic Year 2018-2019:

Under a new Senior Leadership Team 5 key areas were identified which are ultimately aimed at improving outcomes for our most disadvantaged, who in many cases are also our most able students or students with the most complex needs, particularly with regards to our CLA cohort.

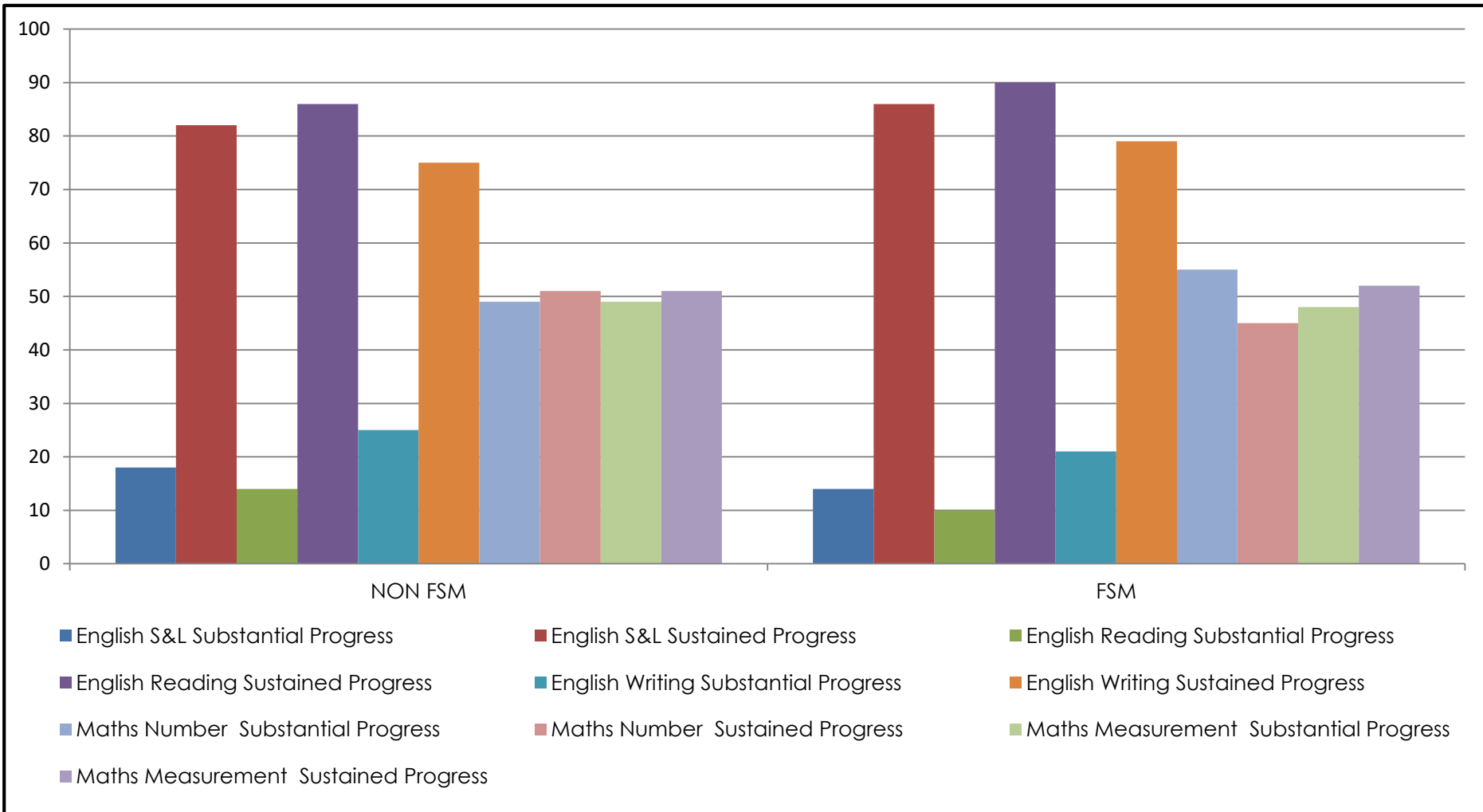
1. To increase the amount of students in the disadvantaged cohort who make 'substantial progress' in English writing – to at least in line with their peers
2. To increase the amount of CLA students who make 'substantial progress' in Maths Measure and Number
3. To improve re-integration into main school classes; improving disadvantaged cohort's engagement with accredited core subject courses at KS4
4. Increase student access to behaviour specialists; social, communication and interaction skills specialists
5. Improve student well-being and mental health

Pupil Premium Funding for this financial year is estimated to be £91,925

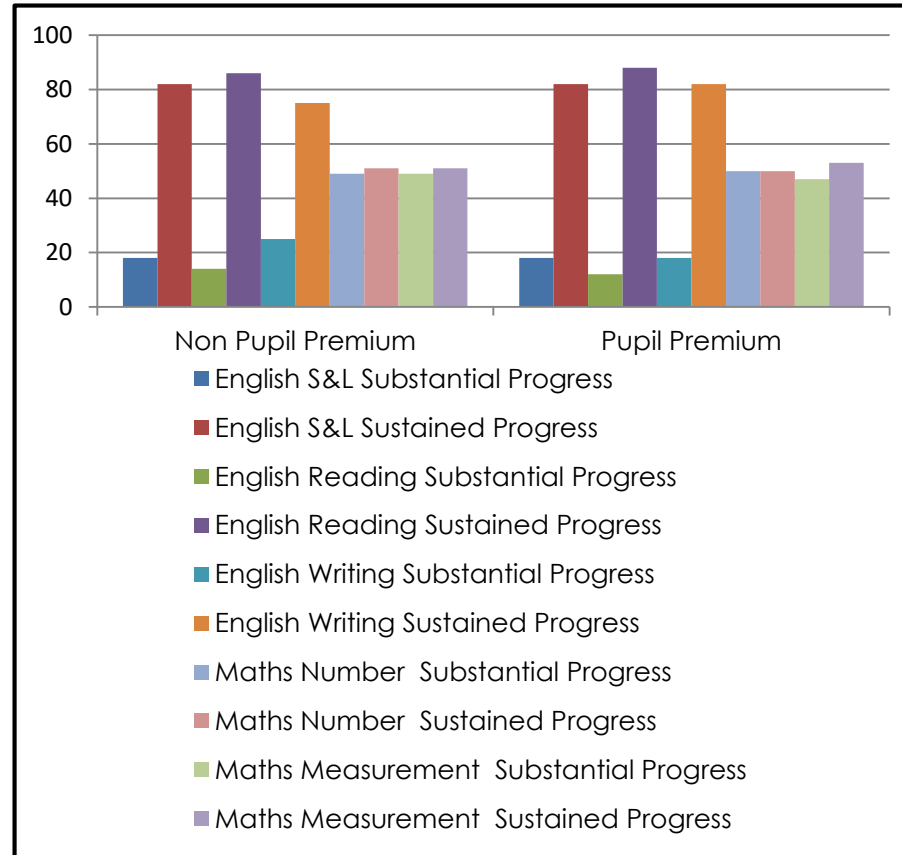
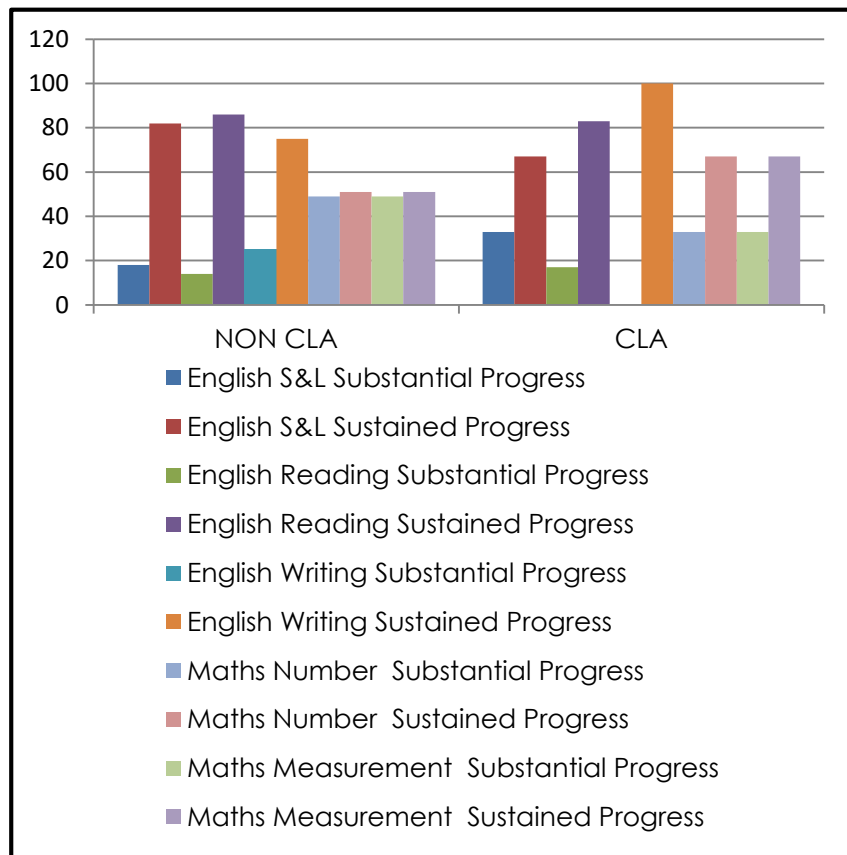
Pupil Premium Intervention	Estimated Cost	Impact
1 English Writing Increase amount of functional writing in KS3 and KS4 curriculum Improve tracking of disadvantaged cohort at KS3 and KS4 for reading and writing Big Read & Big Write schemes embed Identify and provide intervention for PPG cohort who made less than substantial progress in 2017-2018 Star Assessment trial & TLR SDP work on tracking most able Literacy Interventions – Lexia and reading registration programmes	£2125 £2229	More PPG cohort achieving substantial progress in writing Increased opportunity to write non-fiction Improved tracking of writing in KS3 and KS4 Improved target setting and pupil feedback Wider range of accredited courses on offer Improved access to L1 courses post -16 Narrowed gaps for PPG and non PPG for literacy and numeracy All LAC access after School and lunch clubs
2 Maths Measure 1:1 intervention for CLA to improve progress in Maths Measure and Number Improve tracking of KS3 and KS4 in Maths by TLR holder TLR analysis of most able PPG cohort - provide follow up interventions Embedding of new Maths Curriculum and new pathways Numeracy Interventions – Easi-Maths	£12350 £2125	CLA make substantial progress in Maths Measure and Number –at least in line with non-CLA Most able PPG cohort make substantial progress Improved target setting and pupil feedback
3 Improve reintegration and access to main school core curriculum Support programmes planned and implemented for our most complex students 'In-reach ' programme enabling observations of students, teachers practice and learning environment to inform Risk Assessments, Positive Handling and Behaviour Management Plans Reintegration Plans and agreed in Provision Meetings with appropriate pathway, support and monitoring between Provision and TLR holders. Small group or 1:1 interventions as needed	£12350 £2125	Bespoke curriculum for students with complex behaviour, medical and or mental health needs Phased integration into age/ability appropriate classes, when needed Improved access to core curriculum at a time which is appropriate in a pathway which is appropriate

4 Access to Internal Specialist Support See reintegration programme in Priority 3 Train new L3 TA to deliver ELSA support, early intervention Friendship Groups, Anger Management & Self-esteem interventions Embed Head Start Programme at KS3 and KS4 Audit PSHE against Head Start Excellence Award (School Improvement Group)	£2000 £12, 130	Improved access to early intervention for our PPG cohort Reduction in serious incidents PPG cohort attendance in line with peers Reduction in peer to peer issues Staff confident to deal with emerging issues relating to well-being (own and that of pupils)
5 Speech and Language Interventions (on-going) Improved access to KS4 core subjects for non-verbal or limited verbal students. All KS3 and KS4 classes receive 'Talk About Programme'. One to one SaLT as needed. S & L progress tracked by SLT. Lunchtime & Friday Activities programme – continued and expanded Embed Outdoor Learning in Primary Curriculum, develop Forest School Study units Expressive Arts built into whole school curriculum – work with music partners After School 1:1 for social skills	£27565	Non-verbal students able to mix with peers Improved communication for above No gap between FSM and Non Improving social interaction Improved access to expressive arts More 'wrap-around' care for growing CLA cohort
Attendance Intervention (on-going) Our EWO provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working along with our SLT and Safeguarding Team. In addition approximately 10 hrs per week to be used for first day calling, PA fast track work from the Curriculum Support Officer (LS).	£774 £9345	Reduce school refusal Reduce Persistent Absence Improved Home School Liaison for PA Improved attendance for PPG cohort
Inclusion Interventions (on-going) Our Vocational Support Officer (CY) and Connexions, provide intensive support for students accessing college or at risk of becoming NEET, arranging Taster Days and providing mentoring throughout application and interview process. Students in Y11 engage in CERTA qualification for Independent Travel which is aimed at increasing confidence for students preparing to access post-16.	£13730	Wider range of courses accessed Improved parent engagement with post-16 process Independent travel for our most able
Total:	£98,848	

Identified Groups Performance Dashboard 2017-2018



	English S&L		English Reading		English Writing		Maths Number		Maths Measurement	
	%		%		%		%		%	
	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess	Subst antial Progr ess	Sustai ned Progr ess
NON FSM	18	82	14	86	25	75	49	51	49	51
FSM	14	86	10	90	21	79	55	45	48	52
NON CLA	18	82	14	86	25	75	49	51	49	51
CLA	33	67	17	83	0	100	33	67	33	67
Non Pupil Premium	18	82	14	86	25	75	49	51	49	51
Pupil Premium	18	82	12	88	18	82	50	50	47	53



Analysis 2017 2018 Data

For analysis relating to students eligible to for PPG SLT focus on substantial progress in Speech and Language, English reading and Writing, Maths Number and Maths Measure.

CLA = Children Looked After

FSM = Free School Meal

PP = Pupil Premium

Strengths

- CLA make 15% more substantial progress in Speech and Language than non-CLA
- CLA make 3% more substantial progress in Reading than non-CLA
- FSM students make 6% more substantial progress in Maths Number than non-FSM
- 18% of PP students make substantial progress in Speech & Language - equal to non-PP
- For both FSM and PP students in Maths Measure the substantial progress measure shows no significant gaps/difference

Recommendations for 2018-2019

In English Writing our cohort of 'disadvantaged' students make excellent 'sustained progress' in relation to their non-disadvantaged peers. However, the aim in 2018-2019 is to increase the amount of students in the disadvantaged cohort who make 'substantial progress' – to at least in line with their peers. An additional area for development is to increase the amount of CLA students who make 'substantial progress' in Maths Measure and Number in 2018-2019.

Pupil Premium 2017-18

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Northcott allocated the funding for 2017 -2018 where it was most likely to have an impact. As part of the school's regular performance monitoring we evaluate the impact of PPG. This is done in a variety of ways including pupil observation, pupil assessment by internal/external specialists, as well as performance related data. In this academic year there was a take up of 47% FSM and 6 CLA out of a whole school cohort of 54% who qualify for PPG.

Priorities For Academic Year 2017-2018:

Under a new Senior Leadership Team 5 key areas were identified which are ultimately aimed at improving outcomes for our most disadvantaged, who in many cases are also our most able students or students with the most complex needs, particularly with regards to our CLA cohort.

6. Invest in secondary specialist expertise for our most able at KS3 and KS4 (Maths and English)
7. Restructure Provision classes (protected learning environments) for pupils with the most complex needs
8. Create smaller groups in Early Years to aid Learning Through Play
9. Increase student access to social communication and interaction skills specialists
10. Improve student well-being and mental health

Pupil Premium Funding for this financial year amounted to £80,725

Pupil Premium Intervention	Estimated Cost	Impact
<p>TLR Holder Secondary English – intervention for our most able students in KS3 and KS4. New through curriculum for English from EYFS, Primary KS1 to secondary KS4. Big Read & Big Write schemes introduced.</p> <p>Literacy Interventions – Lexia and reading registration programmes</p> <p>Numeracy Interventions – Easi-Maths</p>	£2125	<p>Wider range of accredited courses on offer</p> <p>Improved access to L1 courses post -16</p> <p>Narrowed gaps for PPG and non PPG for literacy and numeracy</p> <p>All LAC access after School and lunch clubs</p>
<p>TLR Holder Provision (Behaviour)</p> <p>New support programmes planned and implemented for our most complex students.</p> <p>Restructured Provision classes to improve transition from protected environment to main school.</p> <p>Introduced an ‘In-reach ‘ programme to enable observations of students, teachers practice and learning environment which then informs Risk Assessments, Positive Handling and Behaviour Management Plans</p>	<p>£2125</p> <p>£12350</p>	<p>Bespoke curriculum for students with complex behaviour, medical and or mental health needs</p> <p>Phased integration into age/ability appropriate classes, when needed</p> <p>Improved engagement of PPG students on BM Plans</p>
<p>Speech and Language Interventions</p> <p>Improved access to KS4 core subjects for non-verbal or limited verbal students. All KS3 and KS4 classes receive ‘Talk About Programme’. One to one SaLT as needed. S & L progress tracked by SLT.</p> <p>Lunchtime & Friday Activities programme – continued and expanded</p> <p>Outdoor Learning implemented in Primary Curriculum, research Forest School</p> <p>Expressive Arts built into whole school curriculum</p>	£27565	<p>Non-verbal students able to mix with peers</p> <p>Improved communication for above</p> <p>No gap between FSM and Non</p> <p>Improving social interaction</p> <p>Improved access to expressive arts</p>
<p>Attendance Intervention</p> <p>Our EWO provides professional welfare support for families in challenging circumstances, through targeted support and multi-agency working along with our SLT and Safeguarding Team. In addition approximately 10 hrs per week to be used for first day calling, PA fast track work from the Curriculum Support Officer (LS).</p>	<p>£774</p> <p>£9345</p>	<p>Reduce school refusal</p> <p>Reduce Persistent Absence</p> <p>Improved Home School Liaison for PA</p> <p>Improved attendance for PPG cohort</p>
<p>Inclusion Interventions</p> <p>Our Vocational Support Officer (CY) and Connexions, provide intensive support for students accessing college or at risk of becoming NEET, arranging Taster Days and providing mentoring throughout application and interview process.</p> <p>Students in Y11 engage in CERTA qualification for Independent Travel which is aimed at increasing confidence for students preparing to access post-16.</p>	£13730	<p>Wider range of courses accessed</p> <p>Improved parent engagement with post-16 process</p> <p>Independent travel for our most able</p>

After School 1 to 1 for LAC for Maths/English, Social and Life Skills	£13730	
Primary Restructure An additional TLR holder post was created (for EYFS) and primary restructured. A more fluid learning environment created for EYFS and Primary 2 class enabling more outdoor learning, more small group work or one to one work.	£2125	Learning through play for EYFS Improved interaction and communication More Outdoor Learning in EYFS and KS1
Total:	£83,869	

Review Impact of Priorities For Academic Year 2017-2018:

1. Invest in secondary specialist expertise for our most able at KS3 and KS4
2. Restructure Provision classes (protected learning environments) for pupils with the most complex needs
3. Create smaller groups in Early Years to aid Learning Through Play
4. Increase student access to social communication and interaction skills specialists
5. Improve student well-being and mental health

Priorities 2017-2018	Actions Taken	Impact
1. Invest in secondary specialist expertise for our most able at KS3 and KS4	Recruited specialist KS3 and KS4 English TLR holder Improved KS3 and KS4 Curriculum for our most able pupils (Maths, English, Science)	CLA make 3% more substantial progress than their non-CLA peers FSM/PP substantial progress is in line with their non-FSM/PP peers in Maths Measure Improved Core Curriculum Offer in place from Sept 2018 Potential for all pupils to complete L1 and L2 qualifications to aid post-16 routes
2. Restructure Provision classes for pupils with the most complex needs	Recruited Behaviour specialist for Provision Restructured Provision classes Planned re- integration of key students In-reach observation & support programme written	Bespoke timetables in place for all Provision Pupils Progress of basic skills in P1 evident Reintegration Programmes in place
3. Create smaller groups in Early Years to aid Learning Through Play	EYFS TLR holder recruited EYFS Curriculum reviewed Increased Sensory Diet in Primary Curriculum Tapestry training completed	Outdoor Learning Curriculum begun 3 Primary classes, mixed age/ability Fluid learning environments created P1 & P2 Tapestry evidences sensory progress P1, 2 &3
4. Increase student access to social communication and interaction skills specialists	Recruited ELSA additional support staff Restructured Speech and Language roles Maximised S&L staffing All classes now have timetabled slot	CLA make 15% more substantial progress than their non-CLA peers PP and Non-PP both make 18% substantial progress in S&L – no gap Increased access to S & L talk about programme and bespoke sessions Reduction in lower level behaviour of 23% Reduction in serious incidents of 2.7%
5. Improve student well-being and mental health	Head Start training undertaken by SLT Primary Jigsaw implemented Mental Health First Aid Lite – all TAs/teachers PSHE timetable reviewed	Attendance CLA 97.91% non CLA 93.66% FSM up 0.27% & P up 0.28% on 2016-2017 Friendship Groups established in ELSA Early intervention – first aid mental health

