



**NORTHWOOD**  
PRIMARY SCHOOL

*...growing success*

Pupil Premium Impact Report

Autumn Term 2021



## Pupil Premium Report

The following report has been developed in order to ensure that all disadvantaged pupils succeed at Northwood. It will look at pupil outcomes, attendance, pastoral care, enrichment and will contain an update on the pupil premium strategy, which has been RAG rated.

## Outcomes

**Due to Covid 19 School Closures it is difficult to measure children's progress at this point in the academic year. A progress report will be added to the Spring Term Impact Report.**

### Attainment

		Autumn								
<b>EYFS Baseline</b>			<b>Communication &amp; Language</b>		<b>Physical Development</b>		<b>Personal, Social and Emotional Development</b>			
			<b>L,A&amp;U</b>	<b>Sp</b>	<b>GM</b>	<b>FM</b>	<b>SR</b>	<b>MS</b>	<b>BR</b>	
	<b>PP @ EXS</b>		14%	7%	21%	21%	29%	21%	43%	
	<b>Non PP @ EXS</b>		48%	41%	48%	45%	38%	38%	35%	
<b>Phonics Screening</b>	<b>Y1</b>	<b>Passed</b>				<b>Y2</b>	<b>Passed</b>			
	<b>PP</b>	9%				<b>PP</b>	88%			
	<b>ALL</b>	13%				<b>NON PP</b>	83%			
<b>KS2</b>	<b>SPAG</b>				<b>Reading</b>		<b>Maths</b>			
	EXS+	52%			EXS+	41%	EXS+		43%	
	GDS	20%			GDS	15%	GDS		11%	
	PP EXS+	69%			PP EXS+	16%	PP EXS+		33%	
	PP GDS	31%			PP GDS	5%	PP GDS		0%	

The following table reports on the gap between PP children and their non PP peers, towards achieving end of year expectations.

### % at or better

'At' - Pupils who are currently working at new raised expectation e.g. Autumn Term Year 1 'At' is '1-'

'Exc / Mastery' - Pupils 'Exceeding' or at 'Mastery Standard' in current year e.g. Autumn Term Year 1 is '1=' or higher

Year Group	Reading			Writing			Maths		
	PP	Non PP		PP	Non PP		PP	Non PP	
Reception	47%	27%		27%	43%		40%	63%	
Year 1 (47% PP)	39%	58%		43%	62%		52%	65%	
Year 2 (50% PP)	44%	48%		37%	33%		63%	67%	
Year 3 (50% PP)	59%	64%		36%	50%		55%	55%	
Year 4 (50% PP)	67%	67%		59%	63%		74%	63%	
Year 5 (58% PP)	59%	71%		52%	52%		79%	67%	
Year 6 (51% PP)	39%	73%		22%	68%		43%	82%	

The data shows that in some year groups there is not a significant gap between Pupil Premium children and their peers. However, there is still work to be done on accelerating the progress of Pupil Premium children to reach end of year attainment expectations and to narrow the attainment gap in some year groups, especially Year 1 and Year 6.. There is still a number of pupil premium children that are not on track to meet the expected standard. This is particularly true in Year One, where the children had significantly low starting points. You can see from the table below, that in KS2 there have been some key children identified for targeted intervention in the Spring Term to allow them to catch up with their peers.

**The analysis below shows target children and actions moving forward. These children have not made expected progress over the Autumn Term and require additional support or intervention. The table also demonstrates additional vulnerabilities or needs that these children have.**

*Whilst it is clear that there are some children who have not made expected progress, it is important to recognise the additional data below which shows pupils who have made better than expected progress across the Autumn Term.*

***\*For the purposes of confidentiality, the individual pupil information has been removed from this report and is used internally amongst teachers and leaders to target individuals over the Spring Term\****

**Better than expected progress – Pupil Premium**

**\*Data removed for this website/Governor report\***

<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
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**Progress**

Progress for disadvantaged pupils across the Autumn Term has been outstanding in the majority of year groups. This means the majority of children have made better than expected progress since their previous year's exit data. (Their starting points)

Year Group	Progress Score		
	R	W	M
Year 1	Outstanding	Good	Outstanding
Year 2	Req Improvement	Good	Good
Year 3	Outstanding	Outstanding	Outstanding
Year 4	Outstanding	Outstanding	Outstanding
Year 5	Outstanding	Good	Outstanding
Year 6	Req Improvement	Req Improvement	Good

**Pupil Premium Children – Progress Concerns**  
**\*Data removed for this website/Governor report\***

Reading

NAME	Year	Reg	SEN	Atten dance	Barriers/Vulnerabilities Identified	Next Steps
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Writing

NAME	Year	Reg	SEN	Atten dance	Barriers/Vulnerabilities Identified	Next Steps
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Maths

NAME	Year	Reg	SEN	Atten dance	Barriers/Vulnerabilities Identified	Next Steps
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## Attendance (Year 1 – Year 6)

Northwood's school attendance has been greatly hindered by the ongoing pandemic, as you can see from the data below. The current disadvantaged attendance figure is **92.1%**, this is much higher than non-disadvantaged pupils but still significantly below expected standard of attendance. National data for the Autumn Term evidences that the average school attendance was 89%. With this in mind, Pupil Premium children at Northwood have better attendance. This is due to a relentless attendance strategy focusing on ensuring our most vulnerable pupils attend school every day.

	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
School	303	90.9	9.1	4.0	-5.1
Boys	144	91.0	9.0	4.1	-4.9
Girls	159	90.8	9.2	3.9	-5.3
Non Persistent Absentees	209	97.2	2.8	-	-
Persistent Absentees	94	75.9	24.1	-	-
Non Disadvantaged *	156	89.7	10.3	3.5	-6.8
Disadvantaged *	147	92.1	7.9	5.6	-2.3
Disadvantaged Boys	75	92.1	7.9	-	-
Disadvantaged Girls	72	92.1	7.9	-	-
Non FSM	162	89.9	10.1	3.6	-6.5
FSM	141	91.9	8.1	6.0	-2.1
No SEN	257	90.7	9.3	3.7	-5.6
EHCP/SEN statement	8	89.5	10.5	7.0	-3.5
SEN Support	38	92.5	7.5	5.4	-2.1

For the purposes of this report, and to further analyse school attendance we have disaggregated our GRT families as many of them have been absent from school due to the T code. With those children removed and also children who have left within the year the attendance figure changes, but only slightly. (See below) The non-disadvantaged figure significantly improves.

	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
* National: 2018/2019 most recent published comparative data				Autumn 2020 Absence 4.7% (Attendance 95.3%)	
School	192	94.0	6.0	4.0	-2.0
Boys	90	93.8	6.2	4.1	-2.1
Girls	102	94.2	5.8	3.9	-1.9
Non Persistent Absentees	148	97.4	2.6	-	-
Persistent Absentees	44	82.6	17.4	-	-
Non Disadvantaged *	89	95.3	4.7	3.5	-1.2
Disadvantaged *	103	92.9	7.1	5.6	-1.5
Disadvantaged Boys	51	92.4	7.6	-	-
Disadvantaged Girls	52	93.4	6.6	-	-
Non FSM	95	95.4	4.6	3.6	-1.0
FSM	97	92.7	7.3	6.0	-1.3
No SEN	157	94.5	5.5	3.7	-1.8
EHCP/SEN statement	7	89.5	10.5	7.0	-3.5
SEN Support	28	92.1	7.9	5.4	-2.5

Here is an overview of parent and welfare support for disadvantaged children who have been persistently absent over the Autumn Term.

Welfare Checks	15/18
Requests for Medical Evidence	11/14
Attendance Planning Meeting (with parents)	23
CME Referral	0
Fixed Penalty Warning (CAP referral)	4/4

## Enrichment

### Before and After School Provision



<b>BREAKFAST CLUB</b>	<b>NUMBER OF ATTENDEES</b>	<b>NUMBER OF PP CHILDREN</b>	<b>% OF PP CHILDREN</b>
AUTUMN	99	43	43.43%

<b>AFTER SCHOOL CLUB</b>	<b>NUMBER OF ATTENDEES</b>	<b>NUMBER OF PP CHILDREN</b>	<b>% OF PP CHILDREN</b>
AUTUMN	75	39	52%



The data evidences that almost half of all children accessing out of hours provision are disadvantaged. This means that Pupil Premium children are getting an equitable offer, it is also allowing more disadvantaged families to look for and start working because they know that they can access affordable child care that wraps around school times.

This term we have increased staffing capacity so that there is more staff available to support after school activities. This includes experienced Teaching Assistants supporting with the sessions. The sessions are carefully planned to include a wealth of fun, engaging and motivating activities for the children.



### School Counsellor

Our school counsellor, Sarah, provides guidance and counselling services to our pupils and their families. This support is often social and emotional support. Sarah works closely with pupils who have identified social difficulties, low self-esteem, suffered trauma or bereavement. Her sessions offer time to listen to the pupil's difficulties and offer recommendations to resolve the issues and support their wellbeing in home and at school.



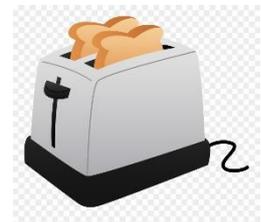
**This term Sarah has scheduled regular support sessions for 10 of our pupils, 7 of these pupils are disadvantaged (Pupil Premium). This evidences that the majority of Sarah's time is used to support disadvantaged families.**



### Gregg's Breakfast



During the Autumn Term we have continued our fantastic offer with Greggs to provide breakfast for pupils who require wrap around provision. We are also thrilled to be in the position to offer all children breakfast every day at school because we know that a hungry child isn't a learning child. Toast is offered to every child and family member on their arrival to school. We are grateful to Warren's Group in Newton Aycliffe who continue to sponsor our Breakfast Club Provision.



### Greggs Hardship Fund & Cash for Kids

Over the Christmas period, we have also been able to use the Greggs Hardship Funding grants to support some of our most vulnerable families by applying for support with the purchase of white goods, beds and bedding, supermarket vouchers and clothing vouchers. This was offered to all families in the school and we were able to support all of the families that submitted an application.

We also offered all families who may have been struggling over Christmas to afford Christmas presents the opportunity to have presents bought for them through Mission Christmas by Cash For Kids. Again, every application we put in resulted in gifts for our most vulnerable families.



### Outdoor Learning

## Wellbeing – Learning Outside of the Classroom



There is a wealth of evidence which clearly demonstrates the benefits for young people's learning and personal development outside the classroom.

In summary, learning outside the classroom:

- **tackles social mobility**, giving children new and exciting experiences that inspire them to **reach their true potential**. These real world experiences **raise aspirations, equipping young people with the skills they need to become active and responsible citizens** and shape a fit and motivated workforce.
- **addresses educational inequality, re-motivating children** who do not thrive in the traditional classroom environment, such as those from **disadvantaged backgrounds** or with Special Educational Needs. Young people who experience learning outside the classroom as a regular part of their school life benefit from increased self-esteem, and become more engaged in their education both inside and outside the classroom walls.



## Cultural Capital

The In2 Project has been commissioned by Darlington Borough Council for 6 primary schools across the borough with high levels of Pupil Premium children. The project encourages wellbeing and focuses on the impact of arts and sports engagement in encouraging a successful transition from primary to secondary schools, which had been identified as a key issue in Darlington. Our Year 6 cohort have spent time over the Autumn Term engaging in performing arts activities aimed at increasing ambition, raising aspirations and developing self-assurance.



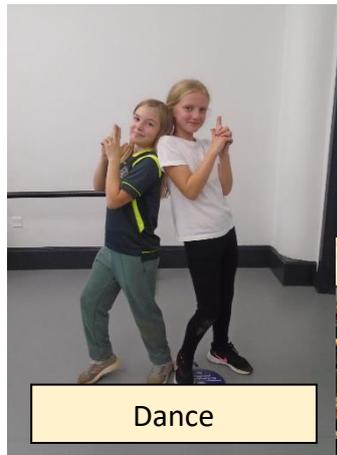
Design Technology



Performing at Darlington Hippodrome



Creative Art and Design



Dance



Brass Band Performing





### Year 4 Mini Police Project

The Mini Police scheme followed a 3-step approach; Education, Community and Reward.

The objective of the scheme is to introduce a positive experience of policing and encourage and develop involvement with their local community.

The Year 4 children have engaged with their local community, increased self-confidence and now have reduced/removed barriers between policing and young people.

### Theme Days

We continue to offer our children weekly 'theme days' to enhance their curriculum at Northwood. This also gives disadvantaged pupils the opportunity to develop their cultural capital and allow them to flourish in later life by raising their awareness of charities, events and culture that happens outside of Northwood whilst developing their self-confidence self-assurance. Where possible we like to make best use of our outdoor spaces during these days. Over the Autumn Term we have had the following themed days:

- Roald Dahl Day
- Recycle Week
- Bike to School Week
- Jeans for Genes Day
- National Poetry Day
- Big Draw Week
- Harvest Festival
- Antibullying Week
- Children in Need
- Road Safety Week
- Outdoor Learning Week



### Raising Aspiration & targeting children's physical skills

We were lucky enough to have a school visit from ex-Olympic cyclist, Phil Bateman. The children took part in fun lots of fun activities such as: group riding, games, challenges and mini races designed to introduce the children to the sport of cycling. The children were taught about road safety and the importance of appropriate safety equipment.

