Northwood Primary School
Pupil Premium Strategy
2019/20

CONTINUE TO NARROW THE ACHIEVEMENT GAP BETWEEN DISADVANTAGED GROUPS AND THEIR PEERS A PUPIL PREMIUM STRATEGY	
Possible barriers to educational success: • Significant percentage of population live in some of the most deprived areas in the town • Figures show average of around 50% Pupil Premium (PP) for previous academic year • 48% of SEND children are also Pupil Premium. • 12% of Pupil Premium children have SEND needs • Language and Communication skills on entry to school are significantly lower than what would be regarded as typical for many children of a similar age • The high proportion of children identified by school and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success – in some cases these children require alternative educational provision. • The cost of alternative provision has been part funded through pupil premium for those children eligible. These bespoke packages allow our pupils to progress in a setting that is more suited to their needs. • The transient school population also causes a challenge to ensure that new children are inducted effectively into the school and are ready to learn. • The attendance of Pupil Premium children is below that of other pupils and is below the expected standard. (94%)	
SUCCESS CRITERIA	
Comparing PP and peers shows that the gap is narrowing at both expected and higher levels in EYFS and KS1. A higher proportion of both EYFS and KS1 disadvantaged pupils achieved expected outcomes. Children with multiple needs including SEN and/or EAL show improved rate of progress. PP data in school is in line with national figures, PP children outperform national other at KS2 and in reading and maths in KS1. Data analysis for all year groups on a termly basis identifies any PP children falling behind and interventions in place, this is reported through termly Pupil Premium impact reports. Pupil progress action plans completed by all staff Funding has been used to allow children a holistic well rounded curriculum offer that provides children with opportunities to raise aspiration and develop self-assurance.	Governors can effectively challenge the use and impact of PP funding The Ofsted report recognised 'Outstanding' Leadership and Management of pupil premium spending and provision. Website is compliant with DFE requirements: In the previous academic year: • how the pupil premium allocation was spent • the impact of the expenditure on eligible and other pupils The current academic year: • the amount of the school's allocation of pupil premium grant • details of the main barriers to educational achievement • how the allocation will be spent to address the barriers and why these approaches were taken • how the school will measure the impact of the pupil premium and the date of the next pupil premium strategy review.

CONTEXT INFORMATION			
School	Northwood Primary School		
Academic Year	2019/2020	**Total PP budget**	£238,300
Total number of pupils	373	**Number of pupils eligible for PP**	190

CURRENT DISADVANTAGED ATTAINMENT 2018-2019		
KS2 - Year 6 Outcomes 67% of pupils are Disadvantaged - 29 pupils (11 boys and 18 girls)	*Pupils eligible for PP Northwood*	*Pupils not eligible for PP (national average)*
% achieving in reading, writing and maths combined	77%	**70%**
KS2 progress in reading	+ 0.7	
KS2 making progress in writing	+1.01	
KS2 making progress in maths	+3.02	

ACTIONS	RESOURCES	EVIDENCE SOURCE	EVIDENCE AND RATIONALE (BASED ON RESEARCH)	PROGRESS REVIEW DATE	EVALUATION By whom when	SUCCESS CRITERIA	Termly RAG Rating		
Ensure that PP children are identified on all documents that monitor performance	Tracking System to develop Pupil Progress Meetings Analysis from SIMS Termly monitoring reports built into team and staff meetings. £7000	Senior staff cohort data file indicates regular and routine monitoring of pupil's learning and progress Pupil Progress Evaluations Risk of underachieving pupils list to be produced for each class. Class Support Plans- SENCO & PP Lead Clipboard- PP Lead	**The EEF states that 'approaches that specifically aim to provide feedback, such as Bloom's mastery learning tend to have a positive impact on progress for learners.'**	Half termly for all documents linked to Pupil progress Meetings and monitoring timetable	SLT– PPM half termly PS and GC termly Maths and English evaluation SEN information LR Clipboard-LR Pupil Progress Evaluations tracked by SLT	Data analysis comparing PP and peers shows gap is narrowing PP figures compare favourably to National figures for all children			

Ensure Pupil Progress meetings identify, monitor and track progress and attainment of PP children	Tracking system and analysis information to ensure all information is clear. £9000	Half termly data used at Pupil Progress Meetings identifies PP group	**The EEF states that 'Feedback studies tend to show very high effects on learning when feedback is given to the learner or teacher about the learner's performance relative to learning goals or outcomes'**	First fortnight after each half term using data from tracking system	Data / pupil progress summaries monitoring/ work scrutiny plan set out from beginning of academic year	Comparing PP and peers shows gap is narrowing at both expected and higher levels			
Ensure that additional intervention is being recorded and is making a difference to learners	Clipboard System SIMs information Tracking tool Leadership time £6100	Half termly check to ensure that TAs are evidencing their intervention sessions with children- PP Lead PP Lead and HT to carry out Learning Walks to monitor the quality and frequency of Wave 2 and Wave 3 intervention	**The EEF states that 'Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.'**	Half termly (in line with data capture)	SLT-especially PP Lead to analyse the impact of additional support and that the support staff capacity is meeting the needs of the learners.	Intervention is being captured in a consistent system across the school. Same day and longer term interventions enable children to make progress.			
Secure regular and high quality additional support for PP children in Y6.	15 hours of L3 TA £8,000 + DM 15 hours £12,362 £20,000	Half termly check to ensure that TAs are evidencing their intervention sessions with children- PP Lead PP Lead and HT to carry out Learning Walks to monitor the quality and frequency of Wave 2 and Wave 3 intervention	**The EEF states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'**	Half termly (in line with data capture)	SLT-especially PP Lead to analyse the impact of additional support and that the support staff capacity is meeting the needs of the learners.	Intervention is being captured in a consistent system across the school. Same day and longer term interventions enable children to make progress.			
Ensure the pastoral needs of PP children are strategically managed and interventions measured for impact (both academically and personally)	CPOMs Pupil Voice Tracking System Team meetings (Staff CPD) £7050	Weekly checks to ensure that the behaviour and welfare of PP chn are enabling them to be ready to learn	**The EEF states that 'Improvements appear more likely when social and emotional approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the**	Half termly	Pastoral Lead- provides regular reports to SLT and to staff in school	Personal Development, Behaviour and Welfare provision meets chn's needs and enables them to be successful in the classroom and around the school			

			approach appear to be important.'						
Visits and visitors used every half term to enrich curriculum offer	PP budget to subsidise costs. £15000	Portfolios of evidence kept		termly	SLT look at Data / pupil progress and work scrutiny of PP children	PP funding is used to enrich the experiences of the children with visits and visitors			
Individual subsidy for residential visit and healthy lifestyles project	Kingswood Outwood Bound Centre £4822	All children have access to a residential in their final year at Primary School to develop a range of lifelong learning skills	**The EEF States that 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.' Youth Sport Trust for Stockton identify that ;21% of Y6s are overweight'**	Annually	SLT-what is the benefit of this activity for the chn as they begin their final year at primary school	All chn can access a weekend residential which enables them to develop and use a range of skills and provides them with an opportunity to build effective and sustainable relationships with the teaching team and their peers.			
Purchase and use technology to increase the quality of learning in lessons and increasing PP access to the internet and increase the range of books that are available to the children	Times Tables Rock Stars Accelerated Reader resources £10,774.75	Lesson observations Work Scrutiny Accelerated Reading reports Times Table monitoring reports PP Lead monitoring time	**EEF report states that 'studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' And that 'there is clear evidence that digital technology approaches are more beneficial for reading, writing and mathematics practice than spelling and problem solving.'**	Termly reports (Autumn, Spring, Summer)	Summary of impact on standards at the end of the academic year	Comparing PP and peers shows gap is narrowing at both expected and higher levels			
Families of PP children identified in Early Years and supported where appropriate	Database showing new PP families to the school Activities funded to engage parents early £1000	EYs evidence in learning Journals and Tapestry	**EEF report states that 'on average, early years' interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.'**	Termly reports (Autumn, Spring, Summer)	EYFS Lead and AHT responsible for parental involvement to monitor the impact on progress of children	Comparing PP and peers shows gap is narrowing at both expected and higher levels			

Purchase staff CPD opportunities through Wilderness Schooling to enable PP children to make progress in an alternative learning environment and access age appropriate learning and development	Audit of gaps in outdoor provision £1410	Enrichmen t monitoring	**The EEF States that 'evidence suggests that the impact is greater for more vulnerable students and older learners and those in a 'wilderness' setting.' and 'studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.'**	Summer Term	SLT Regular reporting to SLT and updating of action plan	PP chn have high quality experiences in the outdoor environment.			
Secure regular and high quality support for PP children in need of additional help	Specific resources – Accelerated reader, Code X Teaching Assistant dedicated time, additional Ed Psych provision, Language and communication strategies for EYs (Blast Project) Teaching Assistants: £144,000	Data tracking shows accelerated progress PPs show focused targets, Intervention programmes and targeted pupils are diminishing the difference. Up to clipboard evidencing system	**The EEF states that when 'teachers and TAs work together effectively, leading to increases in attainment' 'Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'**	Termly	SLT and class teachers on a termly basis TAs demonstrating impact of intervention with SENCO	ASP shows PP data in school is at least in line with national figures PP figures compare favourably to National figures for all children at end of each key stage			
To identify those children who were classed as PA and entitled to PP.	To ensure PA PP pupils are given extra intervention to ensure they keep up. To use parent support adviser to meet with parents whose children are PA. To use rewards for those children with good or improving attendance.	Weekly tracking information, meeting records and whole class attendance charts. Registers and improved attendance data. Progress meeting data linked to attendance.	**The DfE's report 'The Link between absence and attainment at KS2 and KS4' recognises the more lessons a child misses their attainment starts to decline. NFER stat 'one of the successful strategies that is most effective is where schools have strong process around collecting and analysing attendance data, this allows them to respond quickly.'**	Weekly	AHT/PSA – checks made weekly. Attendance Gov to attend half termly meetings Reporting to SLT	Strategies to improve attendance are reflected in improving figures. Intervention and catch up programmes ensures those children are still on track.			

	£25,353.87 (package to include: admin support, support with attendance and family work, support with mental and emotional wellbeing, support through the Early Help model and attendance rewards)								
To provide quality out of hours provision which further enhances and supports PP chn's learning and development.	After School Clubs through Northwood University Booster sessions for Y6 pupils £10,485	Regular monitoring of the uptake at after school clubs/activities Identified pupils prior to SATs who require additional support or a space to learn and grow Teachers work with targeted small groups to provide additional support	**The EEF states 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.'**	In 6 week blocks across the terms	Y6 teachers and DHT-regular checks HT to check against test outcomes-half termly	Gaps in learning are identified and narrowed through a bespoke offer. Extended provision offered to nurture a range of skills, talents and interests.			
To provide high quality music provision in school.	Specialist music tuition (classroom) Subsidy for music tuition (1:1 and small group) £3000	Talents and creativity are encouraged and enhanced through the offer		Weekly	Music Lead and PP champion to monitor the impact	Children develop their wider skills and performance opportunities and those with a natural flair are to be given access to specialist provision to ensure their talent is encouraged in order for all chn to reach their full potential.			
To develop children's self-assurance through specific teaching of oracy in the curriculum.	ELKLAN communication friendly school training for 5 key staff £3095	Staff CPD Monitoring of oracy in the classroom	**The EEF states that 'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional**	Half termly	PP Lead ELKLAN staff Early Years Team	Children will become self assured learners who are provided with planned purposeful opportunities for talk. Children in the Early Years will start school with a greater language assessment.			

			progress over the course of a year.'						
To provide support in times of crisis (personal/academic)	Funds to be kept aside to support individual children in times of personal, academic need or crisis CAMHS Primary Mental Health Worker Termly alternative provision £24,000	Support provided to ensure that children have access to relevant resources and enable them to continue accessing education	.	When required (emergency funding)	Termly by HT	This reserve ensures that chn remain happy, healthy and safe and enables the school to expand the capacity of other professionals to support children in times of need.			

		Total projected spend **<u>£289,995.59</u>** **To effectively implement the Pupil Premium Strategy for 2019-2020 is projected to cost more than the Pupil Premium funding total the school receives. The transient nature of admissions to Northwood Primary School has not been factored into the Pupil Premium funding for this academic year.**

	MILESTONES Documentation completed by end of September 2019 detailing PP pupils previous attainment and progress Data to show any PP children not making enough progress half termly Events planned for learners across the year. Weekly attendance data shows an improvement for those children classed as disadvantaged and are in the PA category. Outcomes in a range of tests improves across each half term. Evidence in clipboards demonstrates that PP children receive their full entitlement to quality first teach and additional high quality intervention. Pupil Premium case studies capture success and develop whole school knowledge of effective pedagogy and practice. Training and development opportunities for leaders and whole staff workforce to meet vulnerable children's needs.