



NORTHWOOD
PRIMARY SCHOOL

...growing success

Northwood Primary School
Pupil Premium Impact Report
Academic Year 2019 - 2020



Northwood Primary School Pupil Premium Impact Report for 2019/2020

Context of School

Northwood Primary School is a primary school in Darlington. The number of children identified as disadvantaged is above the national average. 50% of the pupils in the school fell under this classification and in some year groups is significantly higher than others. The transient nature of the admissions to Northwood Primary School affects the context of the school. In this academic year 52 pupils entered the school outside of the usual admission period. This included 15 disadvantaged pupils, 4 pupils with identified SEND and 8 children with English as an additional language. This is an increase in pupils who entered outside of usual admission compared to last academic year (2018 – 2019 36 new pupils)

Number of pupils and pupil premium grant (PPG) received in 2019/2020

Total number of pupils eligible for PPG	190
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£238,300



How we use our funding

At Northwood we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

This academic year children at Northwood Primary School have been affected by the partial school closures linked to the global outbreak of Covid-19. During this time, staff at Northwood have worked hard to ensure the disadvantage gap does not increase and have supported disadvantaged pupils in new ways including the development of a Recovery Curriculum to support children's social, emotional and mental health. Children's welfare was

at the heart of all of our support during school closures. The support provided by Northwood was not factored into the Pupil Premium funding strategy for this academic year. Next year's funding strategy (2020-2021) will need to budget for the Recovery Curriculum and support required for our pupils to reconnect with one another and engage fully with the curriculum.

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place. To effectively implement the Pupil Premium Strategy for 2019-2020 was projected to cost more than the Pupil Premium funding total the school receives.

The transient nature of admissions to Northwood Primary School has also not been factored into the Pupil Premium funding for this academic year.

The 2019-2020 Pupil Premium Strategy planned for:

- 59% of Pupil Premium funding to be used to directly impact on attainment and standards throughout the school
- 26% of Pupil Premium funding to be used to enhance welfare and safeguarding throughout the school
- 15% of Pupil Premium funding to be used to enrich the curriculum and the wider school opportunities for children

Please refer to the school's Pupil Premium Strategy 2019-20 for a detailed overview of expenditure.

Curriculum

All of the implemented support for the curriculum at Northwood has a clear rationale, is evidence based and is built on research that demonstrates effectiveness in supporting disadvantaged pupils.

- Each year group has their own additional sports kit to ensure that all children have access to PE in order to keep active and develop a healthy lifestyle.
- Secure regular and high quality additional support for PP children in Y6 via a Level 3 Teaching Assistant.
- Targeted year groups (Y3/4) gain access to learning to play two musical instruments during their time at Northwood. Opportunities to perform to a wide range of audiences are offered as part of the children's development. Individual tuition is provided for children who express an interest.
- Recorder lessons delivered to all of Year 4 for the entirety of the school year by an Assistant Head Teacher with opportunities for performance to peers, teachers and parents. There was also an enrichment offer of a recorder club too.
- Purchased and used technology to increase the quality of learning in lessons and increasing Pupil Premium access to the internet and increase the range of books that are available to the children. This is done through Times Tables Rock Stars and Accelerated Reader Resources. Online reading



resources are readily available at different times throughout the school day for those children who may not have access to such resources at home. This continued through the partial school closure where children and their families were signposted to times tables opportunities through TT Rock Stars. Weekly challenges were set for the children to complete at home.

Teachers and senior staff in school also directed children to the Accelerated Reader website to take quizzes on books that they are reading at home.



- At Northwood we offer secure, regular and high quality support for PP children in need of additional help through specific resources – Accelerated reader, Code X, Teaching Assistant dedicated time, additional Educational Psychology provision, Language and Communication strategies and assessments and through our quality team of Teaching Assistants.
- During school closures Northwood Senior Staff worked closely with teachers to design and implement a Recovery Curriculum focusing on children's social and emotional wellbeing. This was designed in partnership with our Educational Psychology Service as a traded support package. Staff received CPD on how to deliver the curriculum and the benefits of it and then developed a three wave support offer for children's social and emotional needs. More details of this Recovery Curriculum can be found in the Pastoral section of this document.

■ Teachers and teaching assistants work exceptionally well together because of highly effective communication and detailed planning. Recent changes to the way in which teaching assistants are deployed make best use of their skills. This has improved the quality of interventions and classroom support and contributes to pupils' good outcomes.

- Our curriculum during school closures was committed to ensuring the children still felt a sense of belonging at Northwood and we wanted to be able to engage all families regardless of any disadvantaged or underprivileged families. Teachers and senior staff provided two videos daily via our Facebook page so that the children could see familiar faces each day. These videos included a daily story (to continue children's love and passion for reading) and a daily challenge. Teachers also sent home weekly home learning tasks consisting of reading, writing, maths, science and geography/history activities. This was checked and marked by their teachers. No families were at a disadvantage if they did not have internet access, as they could receive paper copies from the school office or posted to them.

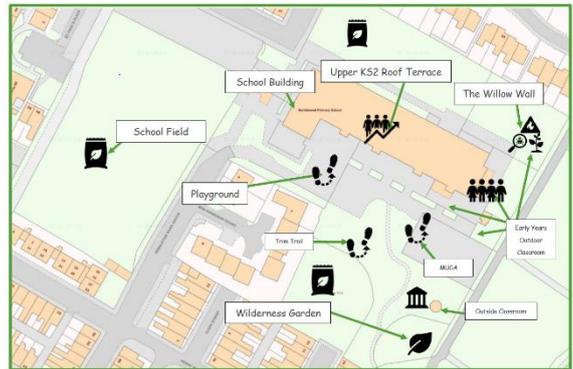



**OUTDOOR
LEARNING**
The Extended Classroom

At Northwood Primary School we recognise the value of **learning outside the classroom** as an integral part of our pupils' education.

Providing a wealth of learning opportunities in environments other than the classroom can readily develop the learning skills of enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning – to name only some of the benefits.

Learning outside the classroom can help to bring many school subjects alive as they focus on real results and consequences. Learning Outside of the Classroom has been a key school priority this year, we have aimed to enrich children's education and wellbeing through experiences and skills that make full use of the school grounds, enabling them to be more confident, self-assured and productive citizens. In order to achieve this all staff have had 3 full CPD sessions with Wilderness Schooling this academic year.



Enrichment

From March 2020 all of our school visits, trips and visitors to school had to be cancelled because of the Covid 19 global pandemic. This meant that most of our planned enrichment opportunities were unable to happen this academic year (most were scheduled for the Summer Term). This included our usual Year 6 residential visit to Kingswood.

- Of the school visits that did take place, all trips were subsidised. No child was excluded for non-payment. All trips were planned to extend learning in the wider curriculum and planned either to introduce a new topic or celebrate the end of a topic. The attendance of pupil premium children attending school trips was monitored.
- Regular sports trips, competitions and visits took place across the year and this is evidenced in the sports premium impact report.



Year 1 enjoyed a visit to The Bowes Museum in Barnard Castle to complement their History topic about toys!



During the Autumn Term, Year 2 enjoyed a very exciting visit from The Pearl of Africa Children's Choir. The choir are from Uganda and delivered drumming, singing and dancing workshops for the children. This complemented their Geography topic where they had been comparing the UK and Africa.



In2 Project 2020

At the beginning of the year, Class 13 were selected to participate in a new initiative for Northwood – the In2Project lead by Kate James. This project is a three-year programme using sports and the arts to support children with the transition between primary and secondary school. The project has been a fantastic experience for Class 13 and all of the children have loved every aspect of the programme, ranging from theatre trips, to performance workshops, as well as creative sessions with 'Little Inventors' and a visit to an indoor scooter and BMX park. For some children, it was their first experience of a visit to the theatre, an indoor scooter park or playing the trumpet with a live brass band. The children's engagement was a real joy to watch and the boost to some pupil's self-esteem, as a result of excelling in a skill that had never previously been taught or experienced had such a positive impact on their final year of primary school.

Through additional government funding, the project has also managed to purchase some instruments to leave in the schools and if plans to deliver teacher training sessions on how to use these instruments goes ahead, it means more of our Northwood children will benefit from learning to play an instrument such as the P-trumpet and P-trombone.

The plan is to hopefully continue activities across the summer holidays and into year 7, their first in secondary school. The aim of the In2 Project is that, by year 8, the children will have identified a sporting or cultural activity that they really enjoy and then the project can help them build activity into their everyday lives. This way the project will have a 'life' after the three years.



Children in Class 6 were extremely pleased with their opportunity to visit Haughton Academy to partake in an art workshop around William Morris and printing techniques. This came off the back of a Primary/Secondary Art Lead Subject Network where we discussed sharing schools to best utilise resources and tools. The opportunity to visit a secondary school was extremely positive for our children.





Year 4 enjoying a visit to the Oriental Museum to find out more about their Egyptians topic.

Before and After School Provision

It is reassuring to see that our commitment to offering wrap around care to all children is having a positive impact on disadvantaged families. Almost half of all of the children that access either breakfast or after school club are Pupil Premium. We know that the families value the fact that their children are offered a meal during these times. As well as this, all of our children are offered a bagel free of charge on their way into school.

Breakfast Club Term	Number of children who attend Breakfast Club	Number of PP children	% of PP children
Autumn 1	133	56	42% pf pupils on BFC roll are PP
Autumn 2	142	60	42% pf pupils on BFC roll are PP
Spring 1	174	68	39% of pupils on BFC roll are PP
Spring 2	 During partial school closure, Breakfast Club was only offered to children of key workers and vulnerable children. 		
Summer 1			
Summer 2			



After School Club Term	Number of children who attend Breakfast Club	Number of PP children	% of PP children
Autumn 1	87	37	42% of pupils on BFC roll are PP
Autumn 2	101	44	43% of pupils on BFC roll are PP
Spring 1	120	47	40%

Extra-Curricular Clubs

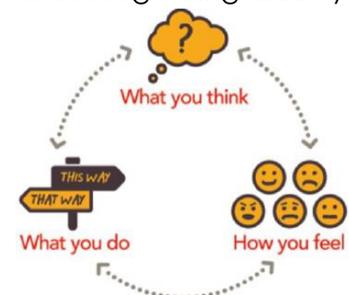
We acknowledge that research suggests sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities, such as football training at a local football club combined with study skills, ICT, literacy, or mathematics lessons. We also want our pupils to be able to be successful in craft, debate and drama activities and so aim to provide a wealth of extra-curricular activities across the school.

Name of Club	Number of pupils	Number of PP pupils	% of PP pupils
Year 6 Table Tennis Club <i>Training and preparation for the table tennis competitions and tournament</i>	11	6	55%
Upper Key Stage 2 Girls' Football <i>Girls training and competition team</i>	14	7	50%
Boy's Dance Club <i>Street dance club for boys in Years 4, 5 and 6.</i>	17	8	47%
Year 3 Dance Club <i>Mixed boys and girls Dance Festival group</i>	16	10	63%
Diamond Gym Club <i>Gymnastics club for any child in Year 2 - 6</i>	18	9	50%
Emerald Gym Club <i>Gymnastics competition team, identified as talented gymnasts for key stage one and two.</i>	21	12	57%
Year 6 Dance Club <i>Mixed boys and girls for Year 6 pupils</i>	20	8	40%
Glee Club <i>Singing, dancing and performing opportunities for Year 3 and Year 4 children</i>	12	9	75%



Behaviour & Welfare

- Pupils continue to receive support from our School Counsellor, Sarah. This year we used funding to increase the amount of time Sarah is in school because of the growing need for school counsellor interaction.
- During the Lockdown period, Sarah continued to engage with all of the children on her schedule through weekly WhatsApp video calls or Face Times.
- This year we have worked with Darlington Borough Council and the CCG to jointly commission a Primary Wellbeing Practitioner for Northwood Primary School. This PWP works for CAMHS and has supported our children and families on issues regarding anxiety and low mood. Steph and Karen, our PWPs, have offered early intervention to help children and their families who are struggling with these issues. We have run two rounds of Parent Led Cognitive Behavioural Therapy sessions where parents engage in a 10 week block to support their children's anxieties. We have also offered 1-1 psycho-education sessions, small group anxiety sessions and also bespoke 1-1 packages offered to parents/carers of Looked after Children.
- The impact of this is summarised below:
 - *Children have an increased understanding that their thoughts, feelings and behaviours are linked.*
 - *Children have developed strategies to manage these behaviours.*
 - *There have been less incidences of children who are so heightened that they are unable to regulate themselves.*
 - *The PWPs have been able to escalate children into the CAMHS system if they feel their behaviours are more complex than the CBT they offer.*
 - *We have been able to distinguish the children who require school counsellor support from Sarah and PWP support from Steph or Karen, offering another layer to our SEMH offer.*



On 20th March 2020, the coronavirus pandemic forced our school to close to the majority of pupils. This was a crisis that was totally unimaginable for us as a school and so we have worked hard to ensure all of our children, but especially the most vulnerable and disadvantaged, have not missed out during this period. We have worked closely with parents and carers to support them with the new challenge that they have faced in supporting their child's learning at home.

CORONAVIRUS SCHOOL CLOSINGS



At Northwood, we were determined to not allow the disadvantaged gap to increase and so we ensured that our curriculum offer was not all digital based. We printed worksheets, lent text books and provided free breakfast items for all of our pupils.



As well as this we provided a layer of pastoral care to ensure that the pupils at Northwood were safe, happy and able to thrive at home. Jo, our Parent Support Advisor, made regular calls to our most vulnerable families (some daily, some twice weekly and some weekly) as well as this, our teachers phoned all of the children in their class at least once a fortnight. For many of our children, school is the only place they get to see friends, play outside and participate in sports and arts. Many of our families simply do not have sufficient incomes to provide access to these things at home.

It is for this reason that we ensured all of our children accessed daily challenges and stories from school via video. They were set sports activities that involved no equipment or resources to carry out at home.

As a school we realise that we have a vital role to play in helping children come to terms with the pandemic and disruption it has caused to our children's childhoods. We know how badly our children wanted to reconnect with their friends and teachers. It is for this reason that we developed the Northwood Recovery Curriculum. This was also developed alongside our Educational Psychology Service who supported us with the design and implementation of the curriculum.

The 5 Lenses' in the centre of our flower, build five weeks of social and emotional support for children and will be delivered to each child as they are reintroduced into the school system. Senior Leaders have designed the 5Rs to support both staff and children as they re-engage with school. The staff at Northwood have been supported and encouraged to seek connections, be mindful, be kind to themselves, notice their emotions and find space to zone out. Each time staff introduce a new lens to the children, they are encouraged to apply the principles behind it to themselves as well.



This Recovery Curriculum prioritises safe opportunities for children to rebuild bonds with their classmates and teachers whom they have missed greatly during school closures.



What did the Lockdown mean to staff at Northwood Primary School, and for our pupils?



Attendance

Attendance until school closure for Covid. Disadvantaged attendance levels this academic year are broadly in line with non-disadvantaged pupil attendance.

Disadvantaged pupil attendance is 93.2% compared to Non Disadvantaged pupil attendance at 93.6%. Disadvantaged boys attendance is 93.7% and disadvantaged girls is 92.6%. Some disadvantaged children have been categorised as Persistent Absentees. Persistent Absentee - Disadvantaged boys – 25.8%. Persistent Absentee Disadvantaged Girls – 28.1%. A comprehensive welfare package for these children has been actioned this academic year and children with attendance decline have received support from the Attendance Team and the PSA. Initially phone call homes have been made, APM meetings have been conducted and led by Mrs Nelson and Mrs Peart, and attendance referrals have also been conducted.

Absence						Persistent Absence					
Click button to include/exclude Reception pupils EXCLUDED											
% of sessions missed						% of pupils absent for 10% or more sessions					
	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-		Pupils	% of cohort	2017/18 National %	Diff +/-	
School	312	93.4	6.6	4.2	-2.4	School	71	22.8	8.7	-14.1	
Boys	171	93.7	6.3	4.2	-2.1	Boys	38	22.2	9.0	-13.2	
Girls	141	93.1	6.9	4.1	-2.8	Girls	33	23.4	8.4	-15.0	
Non Persistent Absentees	241	96.7	3.3	-	-	Non Disadvantaged +	28	20.4	5.8	-14.6	
Persistent Absentees	71	79.9	20.1	15.9	-4.2	Disadvantaged -	43	24.6	16.5	-8.1	
Non Disadvantaged +	137	93.6	6.4	3.7	-2.7	Disadvantaged Boys	25	25.8	-	-	
Disadvantaged -	175	93.2	6.8	5.7	-1.1	Disadvantaged Girls	18	28.1	-	-	
Disadvantaged Boys	97	93.7	6.3	-	-	Non FSM	32	20.6	6.6	-14.0	
Disadvantaged Girls	78	92.6	7.4	-	-	FSM	39	24.8	19.2	-5.6	
Non FSM	155	93.7	6.3	3.8	-2.5	No SEN	61	22.5	7.2	-15.3	
FSM	157	93.1	6.9	6.3	-0.6	EHL/SEN statement	1	16.7	20.0	+3.3	
No SEN	271	93.3	6.7	3.9	-2.8	SEN Support	9	25.7	14.8	-10.9	
EHL/SEN statement	6	96.6	3.4	6.8	+3.4						
SEN Support	35	93.7	6.3	5.5	-0.8						

Comparatively:

Disadvantaged attendance has improved slightly compare to 2018 - 2019. 2020 disadvantaged 93.2% compared to 2019 - 93.4%

Disadvantaged Persistent Absentees have declined this academic year.

Raising Aspirations



Class 14 started Virgin Money's make £5 Grow programme. This has been an exciting opportunity which helps the children to build their enterprise, mathematics, team building and financial skills whilst giving them a taste of what it's like to be an entrepreneur. Virgin Money loaned each child £5 to set up a micro-business in groups. After learning key business skills from the staff at Virgin Money the children used the money to create products or services to sell and make a profit - just in time for Christmas! The children worked as part of a team to pitch a 'Dragon's Den' style bid to the Virgin Money staff before they could loan the money. They then developed marketing and business skills to develop and sell their products. The class went to Darlington Indoor Christmas Market to sell their goods in December and were hopeful to have used their profits on a trip to Whitby to complement their English studies.



On Friday 31st January 2020 we held a 'Big Me' Aspirations Event to support the charity Action Aid. The day was organised in conjunction with Darlington Traveller Support Service and also Darlington Educational Psychology Service.



The Big Me was a day for the children to spend time exploring their hopes and dreams, carrying out activities linked to their aspirations, finding out about career ideas and learning about children's lives in other countries. All while raising money to help children in the world's poorest

places. We invited parents and visitors to come into school to talk about their careers and we were thrilled with the parent support for this.

Developing Self Assurance



The School Council went to support the Mayor of Darlington at a recent Citizenship Ceremony. The children presented British Citizenship certificates to a group of people. They spoke aloud about why Darlington is a lovely place to live and why it is special. The Mayor came to visit Northwood and presented the children with a framed photograph from the ceremony.

Darlington Dance Festival.

On 10th March 2020 16 Year 3 children took part in an amazing experience, Darlington Primary Schools Dance Festival at the Hippodrome in Darlington. The children worked with Dance Coach Alison Coleman to create an inspirational 'mash up' using the songs from Annie the Musical. They danced and sang with confidence and enthusiasm to an audience of over 1000 friends, family and dance enthusiasts. They got the largest cheer of the evening and thoroughly enjoyed the experience of dancing on the famous Hippodrome stage. The children also experienced dance workshops throughout the morning, learning hip-hop style dances to sharpen and refine their dancing skills.



This academic year Northwood Primary School has been awarded Eiklan Communication Friendly Setting (CFSc) accreditation. This has been awarded to us to recognise the training and support that we have provided all of our staff with in communication and language development. To evidence that we were a communication Friendly School, Northwood had an audit where we had to evidence that this knowledge is



embedded in practice, in targeted interventions and through the implementation of

a Communication Policy. The three elements that Northwood have completed to achieve this status are:

- Training Teaching Assistants
- Training the whole setting staff through trained Lead Communication Practitioners
- An audit of the embedding of practices and policies in the setting

We are confident that Northwood provides a whole school environment where all forms of communication, such as verbal and nonverbal are intrinsically valued and employed by all members of the school community.

Outcomes 2019-2020 (Non-official due to Covid 19)

NB – National data is taken from National 2019, until data release in the Autumn Term

Early Years

EYFS 2018-2020 - Good Level of Development Analysis & Three Year Average

GLD	2018			2019			2020			3YR Avg			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
No. Pupils	28	23	51	21	16	37	20	33	53	69	72	141	
SCH DIS	School Dis	11	9	20	13	6	19	11	16	27	35	31	66
	SEN	2	1	3	3	0	3	1	3	4	6	4	10
	EAL	0	2	2	0	0	0	0	2	2	0	4	4
	LAC	0	0	0	2	0	2	0	3	3	2	3	5
GLD	School Dis	63.6%	44.4%	55.0%	46.2%	100.0%	63.2%	54.5%	62.5%	59.3%	54.3%	64.5%	59.1%
	Nat Other	67%	80%	73%	67%	80%	73%	67%	80%	73%	67%	80%	73%
	GAP Sch Dis vs Nat Other	-3.4%	-35.6%	-18.0%	-20.8%	20.0%	-9.8%	-12.5%	-17.5%	-13.7%	-12.7%	-15.5%	-13.9%
	Nat All Pupils	63%	78%	72%	63%	78%	72%	63%	78%	72%	63%	78%	72%
	Nat Dis	47%	64%	55%	48%	64%	56%	48%	64%	56%	48%	64%	56%

59.3% of Disadvantaged pupils achieved the GLD compared to 73% of other pupils nationally.

- The percentage of disadvantaged children achieving GLD has slightly decreased this year, this being due to the Covid 19 school closures and not having a full school year to focus on narrowing the attainment gap.
- 54.5% of boys met the GLD which is an increase of 8% from the year before.

Year 1 Phonics Screening

86.7% of Disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally and 70% of disadvantaged pupils nationally.

- Pupils who are from a disadvantaged background continue to perform very well despite the school closure period.
- School disadvantaged pupils perform in line with National other pupils and 17% better than National Disadvantaged.
- As soon as Year One pupils returned to school on June 15th they received daily phonics teaching and intervention to fill gaps in their outcomes.

School Disadvantaged vs National - Phonics Screening 2018-2020 - Three Year Average

Northwood Primary		2018			2019			2020*			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	33	24	57	30	24	54	21	18	39	84	66	150
School Dis Cohort	School Dis	18	15	33	10	9	19	14	10	24	42	34	76
	SEN	5	0	5	1	1	2	3	1	4	9	2	11
	EAL	1	0	1	0	2	2	0	0	0	1	2	3
	LAC	0	0	0	0	1	1	0	1	1	0	2	2
<i>NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL</i>													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	83.3%	93.3%	87.9%	80.0%	88.9%	84.2%	85.7%	90.0%	87.5%	83.3%	91.2%	86.8%
	National Other	81%	87%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	2.3%	6.3%	3.9%	-1.0%	0.9%	0.2%	4.7%	2.0%	3.5%	2.3%	3.5%	2.8%
	National All Pupils	78%	85%	81%	79%	86%	82%	78%	85%	82%	78%	85%	82%
National Disadvantage		65%	75%	70%	65%	75%	70%	66%	76%	71%	65%	75%	70%

Key Stage One

Reading – 63.6% of Disadvantaged pupils achieved the expected standard compared to 75% of ‘other’ pupils nationally and 62% of ‘all’ disadvantaged pupils nationally.

Writing - 59% of Disadvantaged pupils achieved the expected standard compared to 73% of other pupils nationally and 55% of ‘all disadvantaged pupils’ nationally.

Maths - 63% of Disadvantaged pupils achieved the expected standard compared to 79% of ‘other’ pupils nationally and 62% of ‘all disadvantaged’ pupils nationally.

- 91% of disadvantaged pupils made **expected progress** from their EYs starting point.
- 18% of disadvantaged pupils made **outstanding progress** from their EYs starting point.
- In reading, writing and maths pupils achieved in line with or higher than National disadvantaged.
- Reading, writing and maths outcomes for disadvantaged pupils are lower this year than last. This reflects the time spent in and away from school because of the Covid 19 school closures. The children would have received much more targeted teaching to narrow the attainment gap seen below.

Percentage of pupils working at expected standard or greater depth
Disadvantage Analysis

PERFORMANCE DATA		2020*		
		Boys	Girls	Total
No. of pupils		All		
		28	24	52
School Dis Cohort	PP	13	9	22
	SEN	0	0	0
	EAL	0	1	1
	LAC	0	1	1
READING TA	School Disadvantage	69.2%	55.6%	63.6%
	National Other	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	-5.8%	-26.4%	-14.4%
	National All Pupils	71.0%	79.0%	75.0%
	National Dis	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	61.5%	55.6%	59.1%
	National Other	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-5.5%	-24.4%	-13.9%
	National All Pupils	63.0%	76.0%	69.0%
	National Dis	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	69.2%	55.6%	63.6%
	National Other	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	-8.8%	-24.4%	-15.4%
	National All Pupils	75.0%	77.0%	76.0%
	National Dis	61.0%	64.0%	62.0%
SCIENCE TA	School Disadvantage	100.0%	88.9%	95.5%
	National Other	83.0%	88.0%	85.0%
	GAP School Dis vs National Other	17.0%	0.9%	10.5%
	National All Pupils	80.0%	85.0%	82.0%
	National Dis	67.0%	74.0%	70.0%

The graphs below show how disadvantaged pupils in school (School Dis) compare against non disadvantaged pupils nationally (National Other), all pupils nationally (National All) and disadvantaged pupils nationally (National Dis)

Subject	School Dis	National Other	National All	National Dis
Reading	64%	78%	75%	62%
Writing	59%	73%	69%	59%
Maths	64%	79%	76%	62%



Key Stage Two

Reading - 80% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

Writing - 80% of Disadvantaged pupils achieved the expected standard compared to 83% of other pupils nationally.

Maths - 85% of Disadvantaged pupils achieved the expected standard compared to 84% of other pupils nationally.

Combined – 80% of Disadvantaged pupils achieved the combined measure compared to 71% of other pupils nationally.

- Combined outcomes for disadvantaged pupils have improved since last academic year.
- Progress for disadvantaged pupils paints a positive picture when compared to their Key Stage One prior attainment data.
- 100% of middle prior attainers made expected progress in writing and maths and 80% in reading.
- A particular strength is in maths where 64% of middle attainers achieved a greater depth outcome and so made better than expected progress.

Progress Score / %	2016 - 2020*		
	L - KS1 Low (WTS/PKF/BLW) M - KS1 Middle (EXS) EXS - Expected HS - High Score		
Reading All	L to EXS 56%	M to EXS 89%	M to HS 16%
Reading disadvantaged	L to EXS 60%	M to EXS 80%	M to HS 0%
Writing All	L to EXS 50%	M to EXS 100%	M to HS 24%
Writing disadvantaged	L to EXS 56%	M to EXS 100%	M to HS 11%
no. dis pupils	READ Low9(5) Mid19(10) High15(5)		
Colour key:	WRIT Low16(9) Mid17(9) High10(2)		
	MATH Low13(6) Mid29(14) High1(0)		
Maths All	L to EXS 62%	M to EXS 100%	M to HS 72%
Maths disadvantaged	L to EXS 50%	M to EXS 100%	M to HS 64%

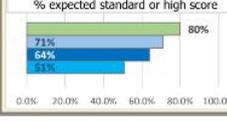
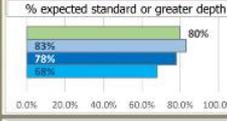
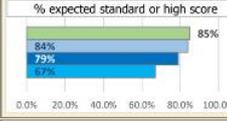
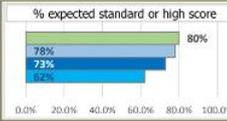
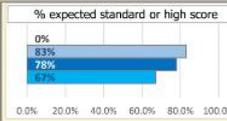
Disadvantage Analysis (vs National)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2020*		
		Boys	Girls	Total
No. of pupils		20	24	44
School Disadvantaged pupils characteristics:	Disadvantage	8	12	20
	SEN	1	0	1
	EAL	0	0	0
	LAC	2	1	3
SPaG* TEST	School Dis			
	National Other	79.0%	86.0%	83.0%
	GAP School Dis vs National Other			
	National All	73.0%	83.0%	78.0%
	National Dis	62.0%	73.0%	67.0%
READING TEST	School Dis	62.5%	91.7%	80.0%
	National Other	77.0%	84.0%	78.0%
	GAP School Dis vs National Other	-14.5%	7.7%	2.0%
	National All	69.0%	78.0%	73.0%
	National Dis	60.0%	69.0%	62.0%
MATHS TEST	School Dis	75.0%	91.7%	85.0%
	National Other	81.0%	81.0%	84.0%
	GAP School Dis vs National Other	-6.0%	10.7%	1.0%
	National All	78.0%	79.0%	79.0%
	National Dis	63.0%	65.0%	67.0%
WRITING TA	School Dis	62.5%	91.7%	80.0%
	National Other	78.0%	88.0%	83.0%
	GAP School Dis vs National Other	-15.5%	3.7%	-3.0%
	National All	72.0%	85.0%	78.0%
	National Dis	60.0%	75.0%	68.0%
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	62.5%	91.7%	80.0%
	National Other	67.0%	74.0%	71.0%
	GAP School Dis vs National Other	-4.5%	17.7%	9.0%
	National All	61.0%	68.0%	64.0%
	National Dis	46.0%	55.0%	51.0%

KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally

Legend: School Dis (green), National Other (light blue), National All (dark blue), National Dis (medium blue)



* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

Pupils Achieving Greater depth standard.

At KS2 15% of disadvantaged children achieved a combined Greater Depth Standard across Reading, Writing and Maths. This compares to 13% of all other score pupils nationally. A particular strength is the greater depth maths outcomes for disadvantaged pupils, whereby 45% of PP children achieved greater depth standard, compared to 31% of other pupils national.

Disadvantage Analysis (In School)

Percentage of pupils achieving high standard (high score SATs or GDS Writing TA)

PERFORMANCE DATA High Standard		2020*			KEY: The graphs below show the difference between Pupil Premium and Non Pupil Premium Pupils ■ School Other ■ School Dis
		Boys	Girls	Total	
No. of pupils		20	24	44	
School Disadvantaged pupils characteristics:	Dis	8	12	20	
	SEN	1	0	1	
	EAL	0	0	0	
	LAC	2	1	3	
School Other pupils characteristics:	Other	12	12	24	
	SEN	2	0	2	
	EAL	2	1	3	
	LAC	0	0	0	
SPaG* TEST	ALL				
	Dis				
	Other				
	GAP				
READING TEST	ALL	30.0%	45.8%	38.6%	
	Dis	0.0%	33.3%	20.0%	
	Other	50.0%	58.3%	54.2%	
	GAP	50.0%	25.0%	34.2%	
MATHS TEST	ALL	55.0%	45.8%	50.0%	
	Dis	50.0%	41.7%	45.0%	
	Other	58.3%	50.0%	54.2%	
	GAP	8.3%	8.3%	9.2%	
WRITING TA	ALL	25.0%	37.5%	31.8%	
	Dis	0.0%	25.0%	15.0%	
	Other	41.7%	50.0%	45.8%	
	GAP	41.7%	25.0%	30.8%	
RWM** TEST (Reading / Maths) TA (Writing)	ALL	25.0%	33.3%	29.5%	
	Dis	0.0%	25.0%	15.0%	
	Other	41.7%	41.7%	41.7%	
	GAP	41.7%	16.7%	26.7%	

* SPaG - Spelling, punctuation and grammar

** RWM - Reading, Writing TA and Maths combined

2019 – 2020 whole school attainment outcomes

Year Group	% of pupils on track or better		
	Reading	Writing	Maths
Reception			
Year 1	100%	83%	96%
Year 2	81%	76%	81%
Year 3	82%	82%	79%
Year 4	90%	85%	85%
Year 5	91%	85%	91%
Year 6	89%	74%	83%



