



NORTHWOOD
PRIMARY SCHOOL

...growing success

Pupil Premium Impact Report

Autumn Term 2023



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.

Outcomes

Below are the outcomes for Reception children. You can see the outcomes for PP children specifically in the PP row. This is outlined for comprehension (Lit8); Word reading (Lit9); writing (Lit 10) and number (mat11).

Attainment - Pupil Groups	LIT 8. COMPREHENSION								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION AUTUMN									
All	46	10	22%	9	20%	23	50%	4	9%
Boys	22	7	32%	5	23%	8	36%	2	9%
Girls	24	3	13%	4	17%	15	63%	2	8%
SEN Support	7	5	71%	1	14%	1	14%	0	0%
SEN EHCP	0	0		0		0		0	
No SEN	39	5	13%	8	21%	22	56%	4	10%
PP	17	4	24%	1	6%	12	71%	0	0%
Non PP	29	6	21%	8	28%	11	38%	4	14%
LAC	0	0		0		0		0	
EAL	10	3	30%	1	10%	6	60%	0	0%
Non EAL	36	7	19%	8	22%	17	47%	4	11%

Pupil Premium children are significantly outperforming Non PP children for comprehension by 33%.

Attainment - Pupil Groups	LIT 9. WORD READING								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION AUTUMN									
All	46	11	24%	9	20%	24	52%	2	4%
Boys	22	8	36%	4	18%	10	45%	0	0%
Girls	24	3	13%	5	21%	14	58%	2	8%
SEN Support	7	6	86%	0	0%	1	14%	0	0%
SEN EHCP	0	0		0		0		0	
No SEN	39	5	13%	9	23%	23	59%	2	5%
PP	17	4	24%	2	12%	11	65%	0	0%
Non PP	29	7	24%	7	24%	13	45%	2	7%
LAC	0	0		0		0		0	
EAL	10	3	30%	1	10%	6	60%	0	0%
Non EAL	36	8	22%	8	22%	18	50%	2	6%

Pupil Premium children are outperforming Non PP children for word reading by 20%.

Attainment - Pupil Groups	LIT 10. WRITING								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION AUTUMN									
All	46	11	24%	11	24%	22	48%	2	4%
Boys	22	8	36%	5	23%	9	41%	0	0%
Girls	24	3	13%	6	25%	13	54%	2	8%
SEN Support	7	6	86%	0	0%	1	14%	0	0%
SEN EHCP	0	0		0		0		0	
No SEN	39	5	13%	11	28%	21	54%	2	5%
PP	17	4	24%	3	18%	10	59%	0	0%
Non PP	29	7	24%	8	28%	12	41%	2	7%
LAC	0	0		0		0		0	
EAL	10	3	30%	1	10%	6	60%	0	0%
Non EAL	36	8	22%	10	28%	16	44%	2	6%

Pupil Premium children are outperforming Non PP children for writing by 18%.

Attainment - Pupil Groups	MAT 11. NUMBER								
	Total Assess	BELOW		ON TRACK		AT		ABOVE	
		No.	%	No.	%	No.	%	No.	%
RECEPTION AUTUMN									
All	44	10	23%	8	18%	25	57%	1	2%
Boys	21	7	33%	3	14%	11	52%	0	0%
Girls	23	3	13%	5	22%	14	61%	1	4%
SEN Support	7	6	86%	0	0%	1	14%	0	0%
SEN EHCP	0	0		0		0		0	
No SEN	37	4	11%	8	22%	24	65%	1	3%
PP	16	4	25%	3	19%	9	56%	0	0%
Non PP	28	6	21%	5	18%	16	57%	1	4%
LAC	0	0		0		0		0	
EAL	9	2	22%	2	22%	5	56%	0	0%
Non EAL	35	8	23%	6	17%	20	57%	1	3%

The data for number shows there is a small 1% gap, where Non PP children outperform their PP peers.

The following tables report on the gap between PP children and their non PP peers, towards achieving end of year expectations from Y 1 to Y6.



LINGFIELD Northwood Primary

Disadvantaged / Pupil Prem

READING		PROG PUPILS	PROGRESS		ATTAINMENT														
					TOTAL PUPILS	Previous Year / Baseline						Autumn Term							
						ASSESS	STATUS				SUMMARY		ASSESS	STATUS				SUMMARY	
BE	OT	AT	AB	OT+	AT+		BE	OT	AT	AB	OT+	AT+							
Year 1	PP	24	Inad	0.67	26	24	25%	17%	58%	0%	75%	58%	25	40%	20%	40%	0%	60%	40%
	NON PP	33	Req Imp	0.79	34	33	27%	21%	52%	0%	73%	52%	34	38%	18%	41%	3%	62%	44%
Year 2	PP	13	Req Imp	0.85	15	13	0%	38%	62%	0%	100%	62%	15	0%	53%	47%	0%	100%	47%
	NON PP	34	Good	0.97	40	34	15%	9%	59%	18%	85%	76%	40	20%	15%	55%	10%	80%	65%
Year 3	PP	19	Good	1.05	25	19	42%	0%	53%	5%	58%	58%	22	41%	9%	50%	0%	59%	50%
	NON PP	21	Out	1.33	27	22	14%	14%	59%	14%	86%	73%	23	9%	13%	78%	0%	91%	78%
Year 4	PP	26	Good	0.96	26	26	19%	42%	27%	12%	81%	38%	26	19%	42%	35%	4%	81%	38%
	NON PP	27	Good	1.04	31	27	19%	19%	41%	22%	81%	63%	30	20%	23%	40%	17%	80%	57%
Year 5	PP	17	Good	0.94	18	17	12%	12%	76%	0%	88%	76%	18	17%	17%	67%	0%	83%	67%
	NON PP	24	Out	1.29	27	24	13%	4%	63%	21%	88%	83%	27	11%	19%	52%	19%	89%	70%
Year 6	PP	25	Good	1.04	27	26	12%	23%	65%	0%	88%	65%	25	12%	24%	52%	12%	88%	64%
	NON PP	26	Out	1.42	31	27	19%	30%	33%	19%	81%	52%	28	18%	7%	57%	18%	82%	75%

WRITING		PROG PUPILS	PROGRESS		ATTAINMENT														
					TOTAL PUPILS	Previous Year / Baseline						Autumn Term							
						ASSESS	STATUS				SUMMARY		ASSESS	STATUS				SUMMARY	
BE	OT	AT	AB	OT+	AT+		BE	OT	AT	AB	OT+	AT+							
Year 1	PP	24	Inad	0.63	26	24	29%	17%	54%	0%	71%	54%	25	40%	28%	32%	0%	60%	32%
	NON PP	33	Inad	0.67	34	33	30%	18%	52%	0%	70%	52%	34	35%	29%	35%	0%	65%	35%
Year 2	PP	13	Good	1.00	15	13	0%	46%	54%	0%	100%	54%	15	7%	47%	40%	7%	93%	47%
	NON PP	34	Good	0.88	40	34	12%	24%	59%	6%	88%	65%	40	20%	20%	58%	3%	80%	60%
Year 3	PP	19	Out	1.26	25	19	47%	21%	32%	0%	53%	32%	21	38%	24%	38%	0%	62%	38%
	NON PP	21	Out	1.24	27	22	18%	18%	55%	9%	82%	64%	23	13%	22%	65%	0%	87%	65%
Year 4	PP	26	Good	0.92	26	26	23%	38%	38%	0%	77%	38%	26	27%	35%	38%	0%	73%	38%
	NON PP	27	Good	1.00	31	27	22%	37%	33%	7%	78%	41%	30	30%	27%	37%	7%	70%	43%
Year 5	PP	17	Good	1.06	18	17	29%	12%	59%	0%	71%	59%	18	33%	11%	56%	0%	67%	56%
	NON PP	24	Good	1.04	27	24	17%	25%	46%	13%	83%	58%	27	19%	33%	41%	7%	81%	48%
Year 6	PP	25	Good	0.96	27	26	15%	23%	62%	0%	85%	62%	25	12%	32%	56%	0%	88%	56%
	NON PP	26	Good	1.04	31	27	22%	33%	30%	15%	78%	44%	28	25%	29%	36%	11%	75%	46%

MATHS		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS		Previous Year / Baseline						Autumn Term						
							STATUS				SUMMARY		STATUS				SUMMARY		
							BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	
Year 1	PP	24	Req Imp	0.79	26	24	21%	21%	58%	0%	79%	58%	25	32%	24%	44%	0%	68%	44%
	NON PP	33	Good	0.91	34	33	18%	18%	64%	0%	82%	64%	34	21%	21%	59%	0%	79%	59%
Year 2	PP	13	Req Imp	0.85	15	13	0%	23%	77%	0%	100%	77%	15	0%	40%	60%	0%	100%	60%
	NON PP	34	Good	0.85	40	34	15%	3%	82%	0%	85%	82%	40	18%	8%	75%	0%	83%	75%
Year 3	PP	19	Out	1.26	25	19	37%	11%	53%	0%	63%	53%	22	23%	14%	64%	0%	77%	64%
	NON PP	21	Out	1.48	27	22	14%	18%	59%	9%	86%	68%	24	8%	8%	83%	0%	92%	83%
Year 4	PP	26	Req Imp	0.81	26	26	23%	8%	54%	15%	77%	69%	26	23%	19%	54%	4%	77%	58%
	NON PP	28	Good	1.04	31	28	11%	25%	39%	25%	89%	64%	30	13%	23%	57%	7%	87%	63%
Year 5	PP	17	Good	1.00	18	17	6%	18%	59%	18%	94%	76%	18	11%	22%	61%	6%	89%	67%
	NON PP	24	Good	1.17	27	24	13%	17%	42%	29%	88%	71%	27	15%	26%	41%	19%	85%	59%
Year 6	PP	25	Good	0.96	27	26	4%	23%	73%	0%	96%	73%	25	0%	40%	48%	12%	100%	60%
	NON PP	26	Out	1.27	31	27	11%	26%	48%	15%	89%	63%	29	14%	17%	52%	17%	86%	69%

SCIENCE		PROG PUPILS	Progress Evaluation	Progress Points	TOTAL PUPILS		Previous Year / Baseline						Autumn Term						
							STATUS				SUMMARY		STATUS				SUMMARY		
							BE	OT	AT	AB	OT+	AT+	BE	OT	AT	AB	OT+	AT+	
Year 1	PP	24	Good	0.96	26	24	29%	4%	67%	0%	71%	67%	25	20%	28%	52%	0%	80%	52%
	NON PP	33	Good	1.00	34	33	15%	18%	67%	0%	85%	67%	34	12%	24%	65%	0%	88%	65%
Year 2	PP	13	Good	1.08	15	13	0%	8%	92%	0%	100%	92%	15	0%	0%	100%	0%	100%	100%
	NON PP	33	Good	1.09	40	33	6%	18%	73%	3%	94%	76%	40	5%	8%	88%	0%	95%	88%
Year 3	PP	18	Out	1.39	25	19	21%	16%	63%	0%	79%	63%	22	9%	0%	91%	0%	91%	91%
	NON PP	22	Out	1.95	27	22	14%	14%	73%	0%	86%	73%	25	0%	0%	100%	0%	100%	100%
Year 4	PP	0			26	26	4%	4%	92%	0%	96%	92%	0						
	NON PP	0			31	27	4%	0%	96%	0%	96%	96%	0						
Year 5	PP	17	Good	1.00	18	17	6%	12%	82%	0%	94%	82%	18	11%	11%	78%	0%	89%	78%
	NON PP	24	Good	1.04	27	24	4%	4%	88%	4%	96%	92%	27	7%	7%	85%	0%	93%	85%
Year 6	PP	24	Good	1.13	27	26	8%	4%	88%	0%	92%	88%	24	0%	8%	92%	0%	100%	92%
	NON PP	26	Good	1.08	31	27	11%	11%	78%	0%	89%	78%	27	7%	4%	89%	0%	93%	89%

The data for reading shows that pupil premium children in KS2 are making good progress and there is not a significant gap between PP and Non PP children. However, in KS1, there is a gap between PP and Non PP children where the PP children are not making good or outstanding progress. However the data shows that despite not making good points of progress, the PP children in Year 1 outperform their Non PP peers (achieving 58% at expected level compared to 52%). In Year 2 the data shows that there is a gap between PP and Non PP children (PP achieving 62% and Non PP achieving 76%) this is therefore an area of opportunity.

The data for writing shows that there are no significant gaps with progress between Pupil Premium and Non PP children and all children make good or outstanding progress, with the exception of Year 1 which are making inadequate progress. However the data shows that despite not making good progress, PP children do outperform Non PP children in this subject (PP 54% compared with Non PP 52%).

The data for maths shows that there are some gaps with progress between Pupil Premium and Non Pupil Premium children in some classes. In Year 1, Year 2 and Year 4, PP children are not making good progress compared to their Non PP peers. In Year 1 there is a small gap between PP and Non PP children (58% compared with 64%), this is similar in Year 2 (PP 77% compared to 82% Non PP). However in Year 4, PP children out perform Non PP children (69% compared to 64%).

The data for science shows that there is no progress gap between PP and Non PP children and that PP children are making good/outstanding progress.

In order to help support the gap, senior leaders are holding pupil progress meetings with all teachers in order to identify and overcome barriers to ensure PP children make the same progress as their Non PP peers with a particular focus on reading support and maths.

Attendance (Year 1 – Year 6)

The current disadvantaged attendance figure for the autumn term is 91.7% (this an improvement on last year's PP attendance data.) The gap between PP and Non PP children's attendance has closed and there is only a 0.1% difference between PP and Non PP children. This is due to the robust attendance strategy we have in place which is supported by senior leaders.

Absence

Click to include/exclude Reception pupils Include Exclude

% of sessions missed					
	Pupils	% attendance	% sessions missed	2021/22* National %	Diff +/-
* National: 2021/2022 is the most recent published whole academic year comparative data					
School	347	91.8	8.2	6.3	-2.0
Boys	187	91.9	8.1	6.4	-1.8
Girls	160	91.6	8.4	6.2	-2.2
Non Persistent Absentees	245	97.0	3.0	4.2	+1.3
Persistent Absentees	102	79.1	20.9	16.3	-4.6
Non Severe Absentees	339	92.8	7.2	-	-
Severe Absentees	8	33.8	66.2	-	-
Non Disadvantaged *	208	91.8	8.2	5.5	-2.7
Disadvantaged *	139	91.7	8.3	8.4	+0.1
Disadvantaged Boys	72	91.2	8.8	-	-
Disadvantaged Girls	67	92.2	7.8	-	-
Non FSM	208	91.8	8.2	5.5	-2.6
FSM	139	91.7	8.3	8.5	+0.2
No SEN	297	91.9	8.1	5.9	-2.2
EHCP/SEN statement	7	92.5	7.5	9.7	+2.2
SEN Support	43	90.8	9.2	8.0	-1.2

Persistent Absence

% of pupils absent for 10% or more sessions			
Pupils	% of cohort	2021/22* National %	Diff +/-
102	29.4	17.7	-11.7
57	30.5	18.1	-12.4
45	28.1	17.3	-10.8
59	28.4	12.7	-15.6
43	30.9	30.2	-0.7
22	30.6	-	-
21	31.3	-	-
59	28.4	13.1	-15.3
43	30.9	30.7	-0.3
86	29.0	15.6	-13.4
2	28.6	31.3	+2.8
14	32.6	26.2	-6.3

In terms of persistent absence for disadvantaged pupils, this sits at 30.9%. This is slightly higher than non-disadvantaged pupils by 2.5%. In order to support this further and make improvements to lower the persistent absence for PP children, our parent support liaison, works closely with these families to make sure we are supporting their attendance, through referrals to other support agencies and meeting with parents.

The table below shows the overview of parent and welfare support for disadvantaged children who have been persistently absent.

Welfare Checks	8/13
Requests for Medical Evidence	16/19
Attendance Planning Meeting (with parents)	7/10
CME Referral	0
Fixed Penalty Warning (CAP referral)	11/23

Enrichment

Before and After School Provision



BREAKFAST CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of BC who are PP
AUTUMN	45	22	48%

AFTER SCHOOL CLUB	NUMBER OF ATTENDEES	NUMBER OF PP CHILDREN	% of ASC who are PP
AUTUMN	45	16	35%

The data evidences that over a third of all children accessing out of hours provision, are disadvantaged. This means that Pupil Premium children are getting a reasonably 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, the staffing increase has continued, so there are more staff available to support after school activities. This extra capacity is utilised by 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.

Extra Curriculum Clubs

In autumn term, teachers and teaching assistants ran or supported in clubs to help develop the children's interest in certain areas of the curriculum. In autumn 1, 16% of the children in total attending clubs were Pupil Premium children.

Autumn 1:

After School Clubs Overview			
		Number	%
All Clubs	Total Pupils	202	100%
	General Admission	65	32%
	Invited Admission	113	56%
	Male	79	39%
	Female	105	52%
	PP	33	16%
	SEN	6	3%

Autumn 2

After School Clubs Overview			
		Number	%
All Clubs	Total Pupils	98	100%
	General Admission	98	100%
	Invited Admission	0	0%
	Male	48	49%
	Female	50	51%
	PP	10	10%
	SEN	0	0%

In the autumn term the following clubs ran and in some clubs 50% or more of the children were Pupil Premium children. In order to include more Pupil Premium children in our club offer, teachers may invite children to their club to ensure PP children are provided with the opportunities.

Club	Number of PP children attended	Percentage of PP children attended
French	3/6	50%
Art	7/20	35%
Dodgeball	5/16	31%
Dance	10/16	63%
Cooking	8/16	50%
Football	5/17	29%
Festive Crafts	5/15	33%

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.

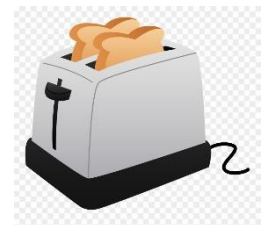


This term Sarah has scheduled regular support sessions for 9 of our pupils, 6 of these pupils are disadvantaged (Pupil Premium). This evidences that the majority of Sarah's time is used to support disadvantaged families.

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. In nursery the children have access to toast during toast time. 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.



Wellbeing – Learning Outside of the Classroom



This half term each class has ensured at least one lesson per week is held outside the classroom to support all learners.

There is a wealth of evidence that 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.



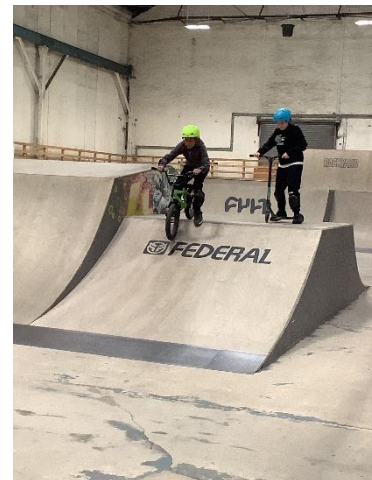
Cultural Capital

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 and physical development activities aimed at increasing ambition, raising aspirations and developing self-assurance.

Zest Theatre



4 Motion



Theme Days/Weeks

We continue to offer our children weekly 'theme days/weeks' 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
- Doodle Week-Epilepsy in Action
- Bike, walk, scooter to school week
- National Poetry Day
- Random acts of Kindness Day
- World Values Week
- Harvest Festival
- Keeping Active Week
- Anti- bullying Week
- Road Safety Week
- Northwood Virtue Week
- Outdoor Learning Week
- Tree Dressing Day



Raising Aspirations and Awareness through Visitors to School

This term we have been lucky enough to have a variety of visitors to our school to share their expertise.

- Dieticians visited our KS1 children, raising awareness of healthy plates and routines with a special focus on dental hygiene.
- Year 5 & 6 have been visited by our local fire brigade who spoke with the children about being safe during Bonfire Night.
- Year 6 children had Decider Training, which was an 8 week programme to help understand emotions.



OPAL

We are committed to ensuring that all of our children gain positive, fulfilling experiences that allows them to flourish as individuals and achieve their full potential. We acknowledge that happy, purposeful playtimes ensures that children are ready for learning and develop transferrable skills such as: leadership, risk taking, turn taking, collaboration and compromise. We signed up to the Outdoor Play and Learning programme (OPAL) that has supported us through improving the outdoor play experiences that we offer our children. Our children can choose to go to both indoor and outdoor provisions during this time and it is evident that our children are experiencing calmer, more enjoyable playtimes, beginning to communicate more effectively with each other to problem solve and have more opportunities to be creative and use their imagination.

Trips

We have all very much enjoyed the return of frequent educational visits and this term this includes;

- Nursery have visited Hardwick Park to engage in outdoor learning centred on the story Stick Man.
- Year 6 visited the indoor Skatepark in Darlington.
- Year 2 visited the local church.



Year 6 Bucket List

In order to support our disadvantaged families, we have decided to complete a year 6 bucket list rather than take the children on a residential trip, which puts financial strain on some of our families. In order to deliver this Year 6 bucket list, we raised funds through our Christmas Fair and this money will be used to fund part of the children's bucket list throughout the year, removing some of the financial barriers for our disadvantaged families. In the autumn term the children enjoyed an after dark party.



Progress towards Pupil Premium Strategy

The below provides an update on the progress we have made towards the pupil premium strategy.

Pupil Premium Strategy End of Year		
Desired Outcomes	Success Criteria	Update
<p>1) Ensure teachers have a full understanding of curriculum progression.</p>	<p>Teachers understand what the children have been learned prior in order to deepen their knowledge as the subject progresses and are able to deploy adaptive teaching in order to scaffold, support or ensure challenge is present in the curriculum offer. As a result, there is evidence of a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects</p>	<p>Across the school as a whole, there is evidence of good progress towards this outcome with the gap in general narrowing between PP and Non PP children. In order to support to close the gap between PP and Non PP children in the area of reading, we have been supported in school by Rebecca Lennon (Trust English Lead). Staff are working closely with Rebecca to ensure their teaching of reading is consistently to a high standard to ensure good progress is achieved for all children and this is evident in the attainment of PP children in Year 1, who are outperforming their Non PP peers. Specific curriculum areas (Year 1 Maths and Year 2 Writing and Maths) and pupil groups</p>

		<p>have been identified as target groups through the spring term. Team leaders will work with teachers through pupil progress meetings, staff meetings and team meetings to address these areas across the spring term, applying our knowledge of individual pupil strengths and barriers to learning.</p>
<p>2) Continue to improve quality first teaching including adaptive teaching methods</p>	<p>Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.</p>	<p>All staff (including support staff) have received training on adaptive teaching and how best to support children in overcoming barriers to learning. Teaching assistants are conducting case studies on selected children in each class, including PP children, to develop their knowledge on adaptive teaching and ensure good progress is achieved. Across the school, progress is largely good or outstanding. Key focus areas and groups of children have been identified as focus for the Spring Term (Year 1 Maths and Year 2 Writing and Maths). Further personalised adaptations will be discussed during pupil progress meetings and team meetings addressing this at the beginning of the Spring Term.</p>
<p>3) Disadvantaged pupils attend school regularly and punctually.</p>	<p>The number of persistently absent PP children decreases, in line with national average.</p>	<p>The attendance gap between disadvantaged children and non-disadvantage children has significantly reduced and there is now only a 0.1% difference in overall attendance. The percentage of disadvantaged children with persistent absence is 30.9% which is 0.7% higher than national average. This is significantly lower than data from last year, where persistent absence for PP was 37.7% This success is due to a relentless attendance strategy, focusing on ensuring our most vulnerable pupils attend school every day. Where intervention is needed, issues are raised in line with the policy and parents/carers are supported in understanding why attendance is important. We will</p>

		continue these strategies as they are proving to be successful.
4) Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age.	All children will have access to enrichment opportunities in and beyond school which generate high aspirations from an early age. Registers will show what they are there for (talent, interest or invite). Attendance at clubs will be tracked and PPG children will attend.	The percentage of Pupil Premium children attending clubs in the autumn term is 30% or higher, with some clubs having 60% PP children in attendance. Staff have offered a variety of clubs in order to provide enrichment to all children including French, Art and Cooking. Staff will continue to provide a variety of clubs in Spring term and ensure PP children are in attendance.
5) To continue to narrow the attainment gap in KS2 in order to ensure an equity in outcomes	Evidence will show a narrowing gap between disadvantaged pupils and their non-disadvantaged peers across all subjects	In the Autumn Term the KS2 data shows that all KS2 children have made good or outstanding progress (with the exception of Year 4 maths). The data for Year 6 shows: Reading = PP out performing non PP (PP 65%, non PP 52%) Writing = PP out performing non PP (62% PP, non PP 44%) Maths = PP out performing non PP (PP 73%, non PP 63%) Science = PP out performing non PP (PP 88%, non PP 78%) This shows that PP children are out performing their non PP peers through the interventions and support that are in place.