



NORTHWOOD
PRIMARY SCHOOL

...growing success

Pupil Premium Impact Report

2022 – 2023



Pupil Premium Impact Report

Northwood Primary School is a primary school in Darlington. The number of children identified as disadvantaged is above the national average of 23.8%. In September 2022, 44% of the pupils in the school fell under this classification and in some year groups is significantly higher than others.

Detail	Data
School name	Northwood Primary School
Number of pupils in school (September 2022)	382
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Pupil premium funding allocation this academic year	£233,290
Recovery premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£258,230

The transient nature of the admissions to Northwood Primary School affects the context of the school. In 2022-2023, the transience over the academic year has been:

	Nurser y	Recep tion	Y1	Y2	Y3	Y4	Y5	Y6	Total
New Pupils 2022-2023	6	8	10	7	9	6	6	6	58
New Pupil Premium Pupils 2022-2023	0	0	2	1	1	0	0	2	6
Leavers 2022-2023	6	2	9	12	5	6	7	12	59
Pupil Premium Leavers 2022-2023	1	1	4	4	1	2	3	5	21

Objectives for Disadvantaged Pupils 2022-2025

Intended outcome	Success criteria
1) Ensure teachers have a full understanding of curriculum progress.	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.
2) Continue to improve quality first teaching.	Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.
3) Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.
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 show what they are there for (talent, interest or invite.) Attendance at clubs will be tracked and PPG children will attend.
5) To narrow the attainment gap from Early Years in order to ensure an equity in outcomes.	Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.

Intended outcome	Success criteria
1) Ensure teachers have a full understanding of curriculum progress.	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.

Year Group	Attainment - Summer Outcomes 2023 % of PP pupils on track or better					
	Reading		Writing		Maths	
	PP	Non PP	PP	Non PP	PP	Non PP
Year 1	100%	81%	100%	84%	100%	81%
Year 2	64%	80%	55%	76%	64%	84%
Year 3	83%	78%	76%	74%	79%	86%
Year 4	89%	88%	74%	84%	95%	88%
Year 5	86%	81%	79%	77%	89%	90%
Year 6	73%	58%	73%	68%	83%	63%

Year Group	Attainment % gap between PP and non-PP					
	2021-2022			2022-2023		
	Reading	Writing	Maths	Reading	Writing	Maths
Year 1	27%	19%	10%	+19%	+16%	+19%
Year 2	3%	0%	+2%	16%	11%	20%
Year 3	17%	32%	17%	+5%	+2%	7%
Year 4	3%	0%	0%	+1%	10%	+7%
Year 5	9%	8%	5%	+5%	+2%	1%
Year 6	40%	41%	40%	+15%	+5%	+20%

Year Group	% gap Summer 22 data and Summer 23 data (year group linked)		
	Reading	Writing	Maths
Year 1	N/A	N/A	N/A
Year 2	-11%	-8%	+10%
Year 3	-8%	-2%	+9%
Year 4	-18%	-22%	-24%
Year 5	-8%	-2%	+1%
Year 6	-24%	-13%	-25%

- + indicates gap has increased
- - indicates gap has decreased
- Green highlight indicates the cap is closing
- Yellow highlight indicates the gap has increased by 5% or less (in year transience potential impact)
- Red highlight indicates the gap has increased by more than 5%

For Reading and Writing, the data indicates that we have successfully closed the gap through this academic year.

As this is not consistently the case for Maths, this will need to be a priority area for next academic year. Through the Summer Term the Maths Strategic Lead for the Lingfield Education Trust has supported the Maths subject lead in developing the 'Northwood Way' of Maths. Multiple staff training sessions and team meetings have been dedicated to developing staff confidence in implementing the new approach. Careful consideration has been given to the transient nature of the pupil population.

Priority 2 Evidence of Impact

Intended outcome	Success criteria
2) Continue to improve quality first teaching.	Teaching over time, including adaptive teaching, demonstrates children's progress improves as a result.

READING		PROG PUPILS	Progress Evaluation	Progress Points
Year 1	PP	16	Good	3.13
	NON PP	26	Good	3.00
Year 2	PP	19	Req Imp	2.74
	NON PP	23	Good	2.96
Year 3	PP	27	Good	2.96
	NON PP	22	Good	2.91
Year 4	PP	19	Good	3.21
	NON PP	19	Good	3.32
Year 5	PP	27	Good	3.15
	NON PP	25	Good	3.08
Year 6	PP	28	Out	3.86
	NON PP	16	Good	3.00

WRITING		PROG PUPILS	Progress Evaluation	Progress Points
Year 1	PP	17	Good	3.00
	NON PP	26	Good	2.96
Year 2	PP	19	Inad	2.32
	NON PP	23	Good	2.96
Year 3	PP	27	Good	3.04
	NON PP	22	Good	3.09
Year 4	PP	19	Good	3.37
	NON PP	18	Good	3.22
Year 5	PP	27	Good	3.19
	NON PP	25	Good	3.20
Year 6	PP	28	Out	4.21
	NON PP	16	Good	3.31

MATHS		PROG PUPILS	Progress Evaluation	Progress Points
Year 1	PP	17	Good	3.06
	NON PP	26	Good	2.92
Year 2	PP	20	Inad	2.50
	NON PP	23	Good	3.00
Year 3	PP	27	Good	2.93
	NON PP	22	Good	3.00
Year 4	PP	19	Good	3.26
	NON PP	19	Good	3.11
Year 5	PP	27	Good	3.15
	NON PP	25	Good	3.28
Year 6	PP	28	Out	3.57
	NON PP	16	Good	3.13

Year Group	Progress gap between PP and non-PP Summer 2023		
	Reading	Writing	Maths
Year 1	+0.13	+0.04	+0.14
Year 2	0.22	0.64	0.5
Year 3	+0.05	0.05	0.07
Year 4	0.11	+0.15	+0.15
Year 5	+0.07	+0.01	0.13
Year 6	+0.86	+0.9	+0.44

- + indicates PP outperforming non-PP
- indicates non-PP outperforming PP
- Green highlight indicates PP outperforming non-PP
- Light green highlight indicates the gap between progress is smaller than 0.2 (in year transience potential impact)
- Red highlight indicates non-PP outperforming PP

This data shows that on the whole, although there may have been variation in the attainment of PP children, the quality of teaching enabled gaps to be closed and for children to progress closer to their age related expectations. In many areas, the progress of pupil premium children outperforms non-pupil premium.

Year 2 were identified as a focus year group throughout the year and additional adult support and high quality, evidence-based interventions have been running throughout. Despite this, overall progress measures have been hindered due to significant complex needs of specific children. 5 pupils currently have or are in the process of having EHCPs, 4 of which are pupil premium. 2 of these pupils will be moving into specialist provision from September 23 following multi-agency assessment and agreement that their needs could not be met within a mainstream setting. Provision of a bespoke TEACCH curriculum at their developmental level following updated Educational Psychology advice, combined with supervision 1:1 for the safety of themselves and peers during periods of dysregulation impacted on the capacity to deliver the other planned interventions on occasion. Next academic year we will continue to invest heavily on additional support staff for this year group in order to close the gap through targeted keep up and catch up intervention.

Priority 3 Evidence of Impact

Intended outcome	Success criteria
3) Disadvantaged pupils attend school regularly and punctually.	The number of persistently absent PP children decreases, in line with national average.

% of sessions missed					
	Pupils	% attendance	% sessions missed	2018/19* National %	Diff +/-
School	345	90.7	9.3	4.0	-5.3
Boys	181	90.5	9.5	4.1	-5.4
Girls	164	90.8	9.2	3.9	-5.3
Non Persistent Absentees	229	96.5	3.5	-	-
Persistent Absentees	116	77.0	23.0	-	-
Non Disadvantaged *	193	89.8	10.2	3.5	-6.7
Disadvantaged *	152	91.7	8.3	5.6	-2.7
Disadvantaged Boys	77	91.5	8.5	-	-
Disadvantaged Girls	75	91.9	8.1	-	-
Non FSM	193	89.8	10.2	3.6	-6.6
FSM	152	91.7	8.3	6.0	-2.3
No SEN	294	90.8	9.2	3.7	-5.5
EHCP/SEN statement	9	88.7	11.3	7.0	-4.3
SEN Support	42	90.1	9.9	5.4	-4.5

% of pupils absent for 10% or more sessions				
	Pupils	% of cohort	2018/19* National %	Diff +/-
School	116	33.6	8.2	-25.4
Boys	60	33.1	8.6	-24.5
Girls	56	34.1	7.9	-26.2
Non Disadvantaged *	62	32.1	5.4	-26.7
Disadvantaged *	54	35.5	16.1	-19.4
Disadvantaged Boys	30	39.0	-	-
Disadvantaged Girls	24	32.0	-	-
Non FSM	62	32.1	6.0	-26.1
FSM	54	35.5	18.1	-17.4
No SEN	98	33.3	6.8	-26.5
EHCP/SEN statement	3	33.3	19.8	-13.5
SEN Support	15	35.7	14.2	-21.5

The above table shows the whole school attendance for this academic year. This attendance figure is 90.7% which is significantly below the expected standard. Disadvantaged pupils have an attendance figure of 91.7% for the academic year, which is higher than their non-disadvantaged peers.

The percentage of disadvantaged children who were persistently absent at the end of the year was 35.5%, compared to non-disadvantaged at 32.1%. This is 19% higher than the national average from 2018/19.

We have many strategies in place to promote good attendance. Pupils and families are rewarded with a range of attendance incentives as a way of encouraging good attendance. This includes weekly choc ices or haribos. Attendance is celebrated weekly on Facebook and half termly in Key Stage newsletters. We have found this an effective way to engage with our Pupil Premium families. Our Parent Support Advisor works closely with disadvantaged families in particular to engage them in their child's attendance and offer support to the wider family.

Priority 4 Evidence of Impact

Intended outcome	Success criteria
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 show what they are there for (talent, interest or invite.) Attendance at clubs will be tracked and PPG children will attend.

Before and After School Provision

This year we have continued our partnership with Greggs for our breakfast provisions. Greggs work with local businesses to sponsor our Breakfast Club. We have continued to offer all children (and their families) toast on their way into school too. This ensures that all children are able to have a something to eat and are ready to start their learning as soon as they enter school. 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.

Term	Number of children who attend Breakfast Club	Number of PP children	% of PP children	Number of children who attend After School Club	Number of PP children	% of PP children
Autumn	158	44	28%	146	47	32%
Spring	163	59	36%	130	46	35%
Summer	162	51	31%	63	26	41%

We maintained the price of our before and after school provision to ensure they are accessible to all families if they are needed. The data evidences that at least a third of 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. Because our provision runs on a booking system the figures above are the total number of children who accessed on any given day that term. To track this in more detail we are devising a system next year which will track frequency as well to give a more accurate snapshot of how regularly this provision is being used by PP and non PP pupils.

Extra-Curricular Clubs

Extra-Curricular Club	Number of children	% PP
Fit4Life (Autumn)	5/13	38%
Dance (Autumn)	12/20	65%
Cricket (Autumn)	7/14	50%
Forest School (Autumn)	14/26	54%
Dance (Spring)	7/13	54%
Y6 Boosters (Spring 1)	28/43	65%
Y6 Boosters (Spring 2)	22/37	59%
Outdoor club- Reception (Summer)	2/16	13%
Dance (Summer)	10/17	59%
Music (Summer)	6/16	38%
Cooking (Summer)	8/16	50%
Football (Summer)	10/27	37%
Games (Summer)	11/26	42%
Glee (Summer)	6/11	55%
Reading and Craft (Summer)	7/13	54%
Science (Summer)	6/20	30%
Sewing (Summer)	8/9	89%
Art (Summer)	7/12	58%
Netball (Summer)	8/21	38%

A range of after school clubs have taken place throughout this academic year to enable our children to develop a range of skills and explore a range of different interests. The high engagement of PP children indicates school is providing clubs which match the interests of those children and provides them with high quality extra-curricular opportunities.

We have also been able to offer ELSA interventions to develop emotional literacy either 1:1 or small group. 19/32 children to have engaged have been pupil premium.

Priority 5 Evidence of Impact

Intended outcome	Success criteria
5) To narrow the attainment gap from Early Years in order to ensure an equity in outcomes.	Evidence will show the narrowing of gap between disadvantaged pupils and their non-disadvantaged peers across all subjects.

Early Years Outcomes

	2022	2023	Difference
School Disadvantaged (sch dis)	61.1%	56%	5.1% gap increase
The School Data Company (TSDC) other	71%	72%	1% gap decrease
Gap sch dis vs TSDC other	-9.6%	-16%	6.4% gap increase
TSDC All Pupils	64%	66%	2% gap decrease
TSDC Dis	48%	52%	4% gap decrease

The above data suggests the outcomes for children in Early Years have been detrimentally impacted by the Covid19 pandemic. Pupils in this years' Reception cohort joined the school from a wide variety of private providers as well as our own nursery. Staff in Early Years adapted their curriculum and the resources they used to target specific gaps in skills. This was enhanced by ensuring experienced teaching and support staff were placed in Early Years to ensure a high quality offer. We have also revised our clipboard system which captures the additional offer given to vulnerable pupils. A higher than average percentage of pupils joined with recognised SEN and further needs were then identified by teacher observations and assessments (26% vs 12.4% nationally, and 13% across the rest of school). These needs (ASD, SLCN and SEMH) have impacted on pace of progress, readiness to learn and therefore on GLD attainment.

Although the data isn't able to show an improvement in comparison to last year, disadvantaged pupil attainment in school remained higher than the TSDC data for disadvantaged pupils.

This academic year, Leaders' time in Early Years was increased to support with provision and implementation of Little Wandle. Interventions addressing the high levels of SEN included Neli and BLAST programmes alongside individualised speech and language intervention guided by NHS therapists.

Statutory Data – Priority 1, 2 and 5 Evidence of Impact

Year 1 Phonics Screening 2023

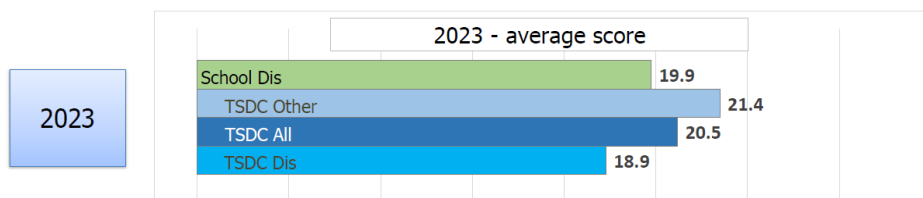
School Disadvantaged vs National - Phonics Screening 2019-2023 - Three Year Average

LINGFIELD Northwood Primary		2019			2022			2023			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	30	24	54	23	26	49	28	21	49	81	71	152
School Dis Cohort	School Dis	10	9	19	10	12	22	10	7	17	30	28	58
	SEN	1	1	2	3	2	5	2	0	2	6	3	9
	EAL	0	2	2	0	0	0	1	0	1	1	2	3
	LAC	0	1	1	1	0	1	0	0	0	1	1	2
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	80.0%	88.9%	84.2%	60.0%	66.7%	63.6%	70.0%	85.7%	76.5%	70.0%	78.6%	74.1%
	National Other	81%	88%	84%	81%	88%	84%	77%	82%	80%	80%	86%	83%
	GAP School Dis vs Nat Other	-1.0%	0.9%	0.2%	-21.0%	-21.3%	-20.4%	-7.0%	3.7%	-3.5%	-9.7%	-7.4%	-8.5%
	National All Pupils	78%	85%	82%	78%	85%	82%	72%	79%	75%	76%	83%	80%
	National Disadvantage	66%	76%	71%	66%	76%	71%	58%	67%	62%	63%	73%	68%

Disadvantaged children have achieved well (76.5%) in comparison to non-disadvantaged school peers (73%) and disadvantaged children nationally (62%). Although there is still a gap between their attainment and non-disadvantaged nationally, this has reduced from 20.4% to 3.5%. This shows that the implementation of the Little Wandle phonics programme and rigorous keep up and catch up interventions is proving successful.

Y4 Multiplication Times Tables Check


Average Score (out of 25)	School						National				TSDC Average					
	2022			2023			2022		2023		2022			2023		
	Pupils*	Avg.	Median	Pupils*	Avg.	Median	Avg.	Median	Avg.	Median	Pupils	Avg.	Median	Pupils	Avg.	Median
LINGFIELD Northwood Primary																
All Pupils	55	18.9	20	42	21.2	25	19.8				7719	19.6	22	7316	20.5	23
Boys	27	20.0	22	21	22.4	25	20.0				3935	19.8	22	3728	20.7	23
Girls	28	17.9	19	21	20.0	22	19.6				3784	19.3	21	3588	20.3	23
Disadvantaged	27	18.9	20	19	19.9	22	17.9				2913	18.1	20	2714	18.9	21
Other	28	19.0	22	23	22.3	25	20.5				4806	20.5	23	4602	21.4	24
SEN	5	11.6	12	6	17.0	18	15.4				1439	15.1	15	1312	15.9	16
Non SEN	50	19.6	22	36	21.9	25	20.7				6280	20.6	22	6004	21.5	23
EAL	7	20.0	25	6	24.5	25	19.4				604	20.7	24	640	21.3	24
Non EAL	48	18.8	20	36	20.7	23	21.2				7115	19.5	22	6676	20.4	23



There is an increase in the average score for disadvantaged children with the data suggesting ours have outperformed in comparison to other TSDC disadvantaged pupils, however there is still an attainment gap between our disadvantaged pupils and their non-disadvantaged peers both within school and in comparison to TSDC averages.

Key Stage One Statutory Outcomes

PERFORMANCE DATA		2023		
		Boys	Girls	Total
No. of pupils	All	25	23	48
School Dis Cohort	PP	12	11	23
	SEN	5	3	8
	EAL	0	0	0
	LAC	4	1	5
READING TA	School Disadvantage	58.3%	63.6%	60.9%
	TSDC Avg. Other	74.2%	78.9%	76.5%
	GAP School Dis vs TSDC Avg. Other	-15.8%	-15.3%	-15.6%
	TSDC Avg. All Pupils	66.5%	73.0%	69.6%
	TSDC Avg. Dis	52.1%	61.8%	56.9%
WRITING TA	School Disadvantage	25.0%	36.4%	30.4%
	TSDC Avg. Other	66.1%	75.8%	70.9%
	GAP School Dis vs TSDC Avg. Other	-41.1%	-39.5%	-40.4%
	TSDC Avg. All Pupils	57.8%	68.5%	63.0%
	TSDC Avg. Dis	42.2%	54.7%	48.3%
MATHS TA	School Disadvantage	50.0%	54.5%	52.2%
	TSDC Avg. Other	79.1%	78.3%	78.7%
	GAP School Dis vs TSDC Avg. Other	-29.1%	-23.8%	-26.6%
	TSDC Avg. All Pupils	71.9%	72.4%	72.2%
	TSDC Avg. Dis	58.5%	61.4%	59.9%
SCIENCE TA	School Disadvantage	66.7%	63.6%	65.2%
	TSDC Avg. Other	83.8%	87.2%	85.4%
	GAP School Dis vs TSDC Avg. Other	-17.1%	-23.5%	-20.2%
	TSDC Avg. All Pupils	76.8%	81.4%	79.0%
	TSDC Avg. Dis	63.8%	70.7%	67.2%



THE SCHOOL DATA COMPANY

School Disadvantaged against TSDC Avg.

% expected standard or greater depth

School Dis 61%

77% TSDC Other

70% TSDC All

57% TSDC Dis

% expected standard or greater depth

School Dis 30%

71% TSDC Other

63% TSDC All

48% TSDC Dis

% expected standard or greater depth

School Dis 52%

79% TSDC Other

72% TSDC All

60% TSDC Dis

% expected standard or greater depth

School Dis 65%

85% TSDC Other

79% TSDC All

67% TSDC Dis

The above data indicated that in line with the national trend, non-disadvantaged Year 2 pupils did not reach the standard of other children nationally (non-disadvantaged) across the curriculum. The data indicates that the gap for our pupils is wider than their disadvantaged peers nationally however there are exceptional circumstances impacting upon our Y2 attainment data as described earlier in the report:

5 pupils currently have or are in the process of having EHCPs, 4 of which are pupil premium. 2 of these pupils will be moving into specialist provision from September 23 following multi-agency assessment and agreement that their needs could not be met within a mainstream setting. Provision of a bespoke TEACCH curriculum at their developmental level following updated Educational Psychology advice, combined with supervision 1:1 for the safety of themselves and peers during periods of dysregulation impacted on the capacity to deliver the other planned interventions on occasion. Next academic year we will continue to invest heavily on additional support staff for this year group in order to close the gap through targeted keep up and catch up intervention.

Key Stage Two Statutory Outcomes – Expected Standard

PERFORMANCE DATA Expected Standard		2023			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally
		Boys	Girls	Total	
No. of pupils		31	19	50	
School Disadvantaged pupils characteristics:	Disadvantage	17	15	32	
	SEN	7	1	8	
	EAL	2	1	3	
	LAC	0	0	0	
GPS* TEST	School Dis	58.8%	100.0%	78.1%	
	National Other	74%	82%	78%	
	GAP School Dis vs National Other	-15%	18%	0%	
	National All			72%	
	National Dis	54%	64%	59%	
READING TEST	School Dis	70.6%	100.0%	84.4%	
	National Other	75%	84%	80%	
	GAP School Dis vs National Other	-4%	16%	4%	
	National All			73%	
	National Dis	56%	68%	62%	
MATHS TEST	School Dis	82.4%	93.3%	87.5%	
	National Other	79%	77%	78%	
	GAP School Dis vs National Other	3%	16%	10%	
	National All			73%	
	National Dis	57%	55%	56%	
WRITING TA	School Dis	58.8%	93.3%	75.0%	
	National Other	69%	82%	75%	
	GAP School Dis vs National Other	-10%	11%	0%	
	National All			71%	
	National Dis	48%	63%	55%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	52.9%	86.7%	68.8%	
	National Other	61%	70%	65%	
	GAP School Dis vs National Other	-8%	17%	4%	
	National All			59%	
	National Dis	39%	47%	43%	

The above data indicates that across the curriculum, including combined Reading, Writing and Maths, our school disadvantaged Year 6 pupils have either achieved equally to, or outperformed their non-disadvantaged peers nationally in terms of achieving the expected standard (girls specifically outperformed in all areas). Our school disadvantaged combined scores are 25% higher than disadvantaged nationally and almost 4% higher than non-disadvantaged pupils nationally. For GPS our school disadvantaged outperformed national disadvantaged by 19%, to achieve in line with non-disadvantaged children nationally. In Reading our disadvantaged outperformed their disadvantaged peers nationally by 22%, and their non-disadvantaged peers nationally by 4%. In Maths our disadvantaged outperformed their disadvantaged peers nationally by 31%, and their non-disadvantaged peers nationally by 9%. In Writing our disadvantaged outperformed their disadvantaged peers nationally by 20% to achieve in line with their non-disadvantaged peers nationally.

Key Stage Two Statutory Outcomes – Higher Standard

Percentage of pupils achieving high scores / greater depth (110+ SATs or GDS Writing TA)

PERFORMANCE DATA High Standard		2023			KEY: The graphs below show the difference between Disadvantaged Pupils in school compared to Other Pupils, All Pupils and Disadvantaged Pupils Nationally ■ School Dis ■ National Other ■ National All ■ National Dis
		Boys	Girls	Total	
No. of pupils		31	19	50	
School Disadvantaged pupils characteristics:	Disadvantage	17	15	32	
	SEN	7	1	8	
	EAL	2	1	3	
	LAC	0	0	0	
GPS* TEST	School Dis	17.6%	66.7%	40.6%	
	National Other	29%	37%	33%	
	GAP School Dis vs National Other	-11%	30%	8%	
	National All				
	National Dis	15%	19%	17%	
READING TEST	School Dis	11.8%	33.3%	21.9%	
	National Other	27%	38%	32%	
	GAP School Dis vs National Other	-15%	-5%	-10%	
	National All				
	National Dis	14%	21%	17%	
MATHS TEST	School Dis	17.6%	26.7%	21.9%	
	National Other	30%	24%	27%	
	GAP School Dis vs National Other	-12%	3%	-5%	
	National All				
	National Dis	13%	10%	12%	
WRITING TA	School Dis	5.9%	53.3%	28.1%	
	National Other	12%	20%	16%	
	GAP School Dis vs National Other	-6%	33%	12%	
	National All				
	National Dis	4%	8%	6%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	0.0%	20.0%	9.4%	
	National Other	7%	11%	9%	
	GAP School Dis vs National Other	-7%	9%	0%	
	National All				
	National Dis	2%	3%	3%	

The above data indicates that for combined Reading, Writing and Maths, our school disadvantaged Year 6 pupils have outperformed their disadvantaged peers nationally when achieving greater depth by 6%, to achieve in line with non-disadvantaged pupils nationally. For GPS our school disadvantaged outperformed national disadvantaged by 23%, and non-disadvantaged children nationally by 7%. In Reading our disadvantaged outperformed their disadvantaged peers nationally by almost 5%, but a gap remains between them and their non-disadvantaged peers nationally of 10%. In Maths our disadvantaged outperformed their disadvantaged peers nationally by 10%, but a gap remains between them and their non-disadvantaged peers nationally of 5%. In Writing our disadvantaged outperformed their disadvantaged peers nationally by 22%, and their non-disadvantaged peers nationally by 12%.

Northwood Primary School received £24,940 of recovery premium in the academic year 2022-2023.

This funding financed part of an additional teacher for Year 6. This enabled smaller class sizes where the children were delicately grouped to ensure a balance of prior attainment and core vulnerabilities and the complex social dynamic of the year group was addressed.

As a result, class sizes are 12, 17 and 19 pupils, and an increase in readiness to learn has been observed by staff. Targeted support and intervention was delivered to those in need and we saw a positive impact on both progress and attainment throughout the year.

The Summer Term 23 summative data demonstrated Y6 to have the best progress measures in the school and enabled the PP attainment gap to not only be closed, but actually for those children to be outperforming their non-disadvantaged peers across Reading, Writing and Maths.