

Northwood Primary School Pupil Premium Impact Report for 2020/2021

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.

Number of pupils and pupil premium grant (PPG) received in 2020/2021

Total number of pupils eligible for PPG	163
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£219,250



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 ongoing development of Northwood's Recovery Curriculum to support children's social, emotional and mental health.

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 2020-2021 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.

	Nurser y	Recep tion	Y1	Y2	Y3	Y4	Y5	Y6	Total
New Pupils 2020-2021	7	5	5	9	8	11	9	7	61
Leavers 2020- 2021	6	4	7	6	10	6	5	6	50

Please refer to the school's Pupil Premium Strategy 2020-2021 for a detailed overview of expenditure and a review of its impact.

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.

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- A whole school Outdoor Learning Long Term Plan to utilise and maximise the outdoor spaces we have at Northwood. This includes the development of non-negotiables so that all teachers take learning outside of the classroom at least once a week. We know that for some of our disadvantaged families they don't have any outdoor spaces at home, it is for this reason that we want to enable as many of our pupils as possible to have rich outdoor learning opportunities whilst at school.



- Glockenspiels bought for Key Stage Two as Northwood's tuned instrument. All children will have access to lessons that teach them to play the glockenspiel. This is a progressive curriculum and is offered right through to Year 6. Children have been provided with opportunities to perform to a wide range of audiences
- Individual tuition is provided for children who express an interest in certain instruments.



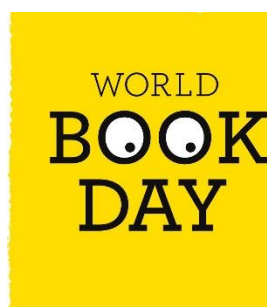
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- Purchased and used technology to increase the quality of learning in lessons and increasing Pupil Premium access to the internet and increase the range of books that are available to the children. This is done through Times Tables Rock Stars and 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.
- myON – Staff received training on myON delivered by George Curtis, which is an online bank of books that link to our Accelerated Reader programme. This was used during



lockdown to enable all children to access a range of books with work set by teachers. The use of this programme will develop over the Summer Term.

- 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.
- A structured CPD package that is focused on quality first teach, with a key focus on supporting disadvantaged learners. This has included whole school phonics training, cognitive load theory, curriculum at Northwood, remote teaching and learning, Fluency & Precision teaching, returning to school training.
- Secure regular and high quality additional support for PP children in Y6 via an additional Level 2 Teaching Assistant.
- Catch up funding used to employ an experienced, expert additional teacher for a term in Year 4 and half a term in Reception
- Regular theme days to provide children with knowledge and opportunities that broaden their experiences of local, regional and national events, charities and celebrations. With a particular focus on the most vulnerable children, giving them opportunities they wouldn't ordinarily experience. These days often provide pupils with a chance to develop their self assurance by performing, reading aloud, presenting information and debating within their classrooms. Some examples of this are below.



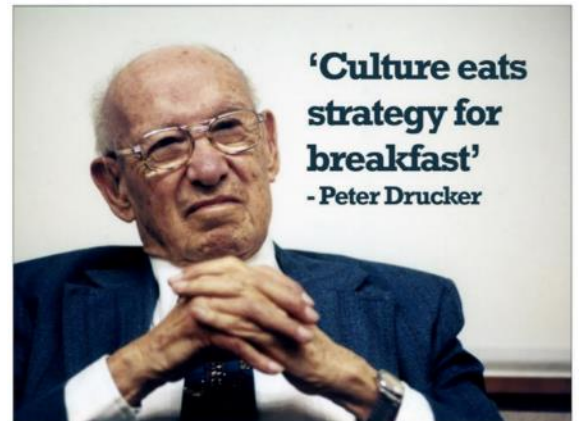


Raising Aspiration through Northwood's Curriculum

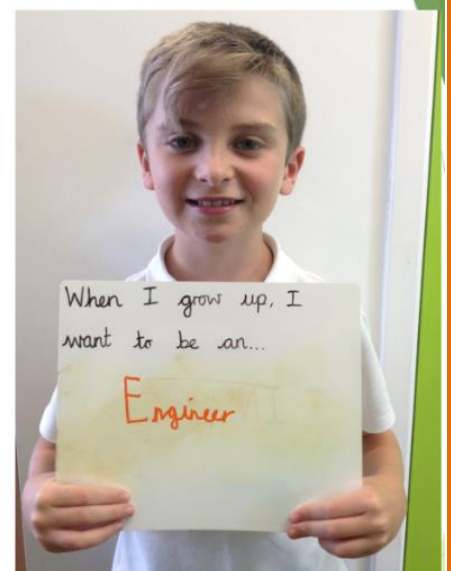
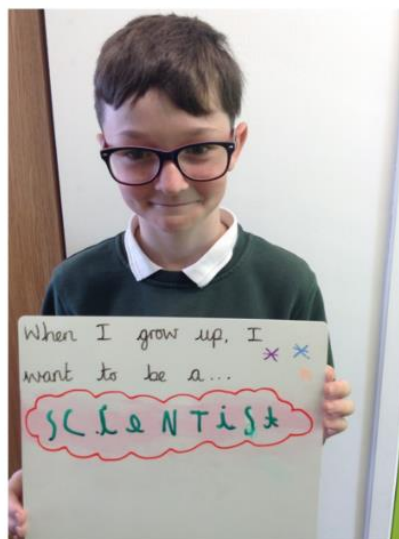
At Northwood we strongly believe that there is evidence that a nationwide shift in thinking around culture is required to support children's aspirations.

One of the great injustices of the British Education system is that pupils from disadvantaged backgrounds are still less likely to make better progress at school despite all the initiatives compared to their non-disadvantaged peers. (Recent report from socio-mobility commission) Nationally, the gap is growing not closing, this pre-dates the pandemic. At Northwood we are determined to ensure this is not the case.

At Northwood Primary School we ensure that aspiration is embedded into our practice and curriculum to support children in identifying and achieving their aspirations. Lots of schools put a lot of effort into raising aspirations to increase achievement however we believe this is based on a false assumption of low aspirations. If not supported appropriately, the real challenge for disadvantaged pupils is not raising their aspirations, it is achieving their aspirations.



Each half term children study a range of significant people who have had an impact on the world and how we live our lives, this is through Science, Geography and History. This highlights real-world examples of scientific, geographic and historical success, learning about these significant people allows the children to recognise the endless future career and life possibilities that scientific knowledge can provide. Our curriculum is ambitious enough to introduce children to new experiences and powerful knowledge that will facilitate their aspirations, rather than an aspiration being an abstract concept.



Early Years Premium

Reception PP children benefited from receiving targeted interventions to support them in developing their knowledge and understanding of the prime areas of learning and to further support them in Year One readiness. This included the deployment of a 'Catch Up Teacher' to secure the basic skills for these children. Miss G Sanderson was used successfully to reduce group teaching size and to provide tailored teaching in the basic skills. Additional pastoral support was also provided for target children and Mr Melia supported several children in building relationships with others and supporting self regulation. Personal, social, emotional development activities have also been provided through the deployment of Nurture Classes via Miss Robinson. Summer Term progress scores show that PP children have made good or better progress in all areas of learning and matching the progress scores of non-PP children. However, non-pp outperformed PP children in progress in the areas of self regulation, writing, number and number patterns.

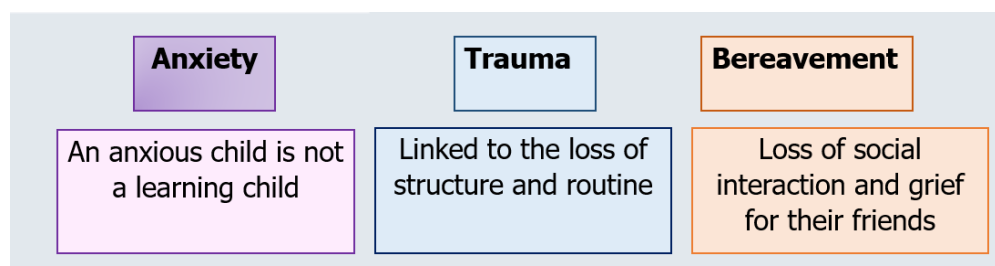
AREA	No.	Early Learning Goal		All		PP		Non PP
		Eligible Pupils*		44		21		23
CL	1	Listening, Attention & Understanding	Good	3.23	Good	3.29	Good	3.17
	2	Speaking	Good	3.32	Good	3.38	Good	3.26
PSE	3	Self-Regulation	Good	3.34	Good	3.24	Out	3.43
	4	Managing Self	Good	3.30	Good	3.24	Good	3.35
PD	5	Building Relationships	Good	3.34	Good	3.33	Good	3.35
	6	Gross Motor Skills	Good	3.18	Good	3.29	Good	3.09
UT	7	Fine Motor Skills	Good	3.07	Good	3.14	Good	3.00
	8	Comprehension	Out	3.52	Out	3.43	Out	3.61
MAT	9	Word Reading	Out	3.50	Out	3.43	Out	3.57
	10	Writing	Out	3.48	Good	3.38	Out	3.57
WOR	11	Number	Out	3.45	Good	3.19	Out	3.70
	12	Number Patterns	Out	3.43	Good	3.19	Out	3.65
EX	13	Past & Present	Good	3.23	Good	3.29	Good	3.17
	14	People, Culture & Communities	Good	3.23	Good	3.29	Good	3.17
	15	The Natural World	Good	3.25	Good	3.29	Good	3.22
	16	Creating with Materials	Good	3.34	Good	3.29	Good	3.39
	17	Being Imaginative & Expressive	Good	3.30	Good	3.24	Good	3.35

* to be included in the RECEPTION measure, pupils must have BOTH an ENTRY 1



Recovery Curriculum

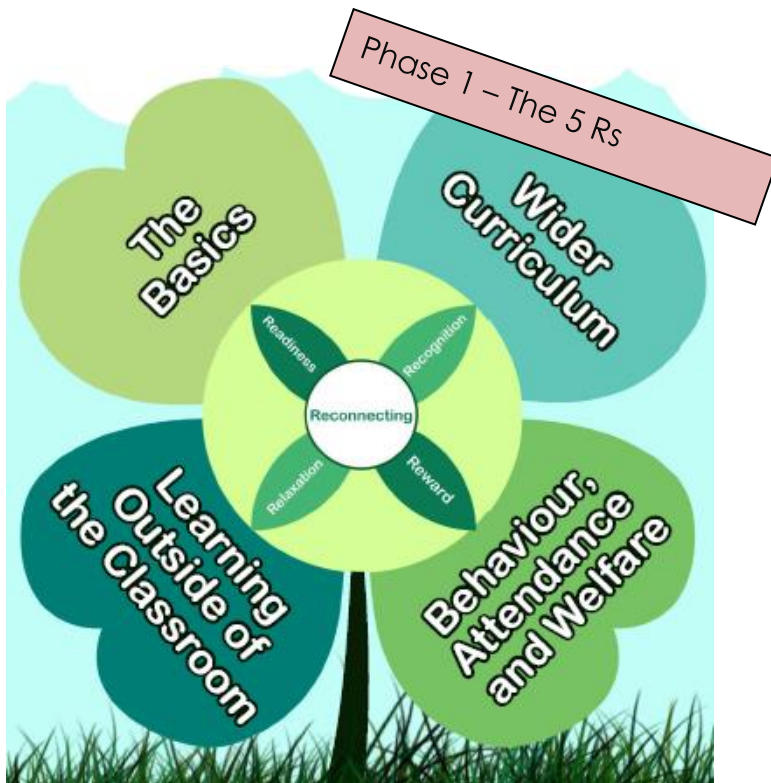
This academic year our Recovery Curriculum has been at the heart of our school priorities. It has been woven through all elements of learning so that children have the opportunity to be well supported through the ongoing changes, disruption and confusion that the Pandemic has brought. We realised that during Lockdown all children will have experienced loss. With staff we have reflected on the five types of loss during this pandemic. These are; **routine structure, friendship, opportunity and freedom**. From these five losses there are three significant dynamics;



The five losses may differ for every child based on a range of variables and factors including age/stage, emotional intelligence, opportunity, family context, level of vulnerability.

As the academic year progressed, it soon became apparent that the Coronavirus pandemic was still very much a part of our children's lives and was continuing to affect us all in different ways. We thought it was therefore necessary to continue to provide children with the social and emotional support they need to continue to be resilient learners. The Recovery Curriculum continued right through the academic year.

Details of the stages of Recovery are below:



Phase 2 – The 5 Cs

NORTHWOOD PRIMARY SCHOOL RECOVERY CURRICULUM PHASE 2

COLLABORATION

The Recovery Curriculum aims to instil a culture of collaboration amongst the pupils at Northwood Primary School. Children enjoy hearing the ideas and opinions of others and learn best by having the opportunity to react to them. This theme will allow children to appreciate the benefits of good cooperation.

COMMUNICATION

Language and communication are essential in the classroom; essential in children's learning, essential in teachers' communication with children and essential in children's understanding of language themselves. This theme will allow pupils opportunities to support and develop talking strategies.

CARE

As part of Anti-Bullying week 2020 the children will learn about the theme 'United Against Bullying'. Whether it is verbal, physical, online or in-person bullying has a significant impact on a child's life into adulthood. This year, more than ever we have witnessed the positive power that society can have when we come together to tackle a common challenge.

COMMUNITY

CONNECTION

The children at Northwood will all connect through the work of Charlie Mackesy and complete a whole school art project. The story shares the story of the boy, the mole, the fox and the horse who are four friends that share a deep, unshakeable bond. The book studies friendship, kindness and the world.

Phase 3 – The 5 Ts

PRIMARY SCHOOL RECOVERY CURRICULUM PHASE 3

TEACHING

This week's focus is learning how to be good teachers. One of the things teachers need to do is provide advice. Children will consider their time through the recent Lockdown, learning from home and the Pandemic. What advice would they give to other pupils who might go through the same thing?

TEAMWORK

The children will focus on the importance of Team work as part of National Gardening Week. We will discover why now, more than ever, being a part of a team is so important.

TALKING

Talking is one of the best ways we can look after our mental wellbeing. But a lot of the time, there are barriers which hold us back from having more deeper and meaningful chats. Whether that's not having the time, finding it uncomfortable or not knowing how to open up.

TRUST

The children will learn the importance of trust as a foundation of friendship. They will learn ways in which they can be trustworthy and carry out activities outdoors to demonstrate trust.

TOGETHER

As the final stage of this Recovery Curriculum the children at Northwood will celebrate their positive attributes as part of a whole school art project. They will draw self portraits and think carefully about positive affirmations to describe themselves. We will create a Northwood Tree full of each child's affirmations

Phase 4 – Transition

NORTHWOOD PRIMARY SCHOOL RECOVERY CURRICULUM PHASE 4 TRANSITION

Relaxation strategies are a really useful tool for any child (or adult) who is feeling unsettled or uneasy. We understand that currently there are still a lot of emotions linked to the Covid 19 pandemic and this can feel overwhelming at times. In school we have been teaching children strategies to support them when they do start to feel a bit 'wobbly' or anxious whilst acknowledging that it is okay to still feel this way. If children practise these relaxation skills now then they can use them to help themselves in the future.

VISUALISATION



There is research to suggest that the brain does not know the difference between imagining something and actually doing it. Lots of sportsmen and athletes use visualisations to increase their success.



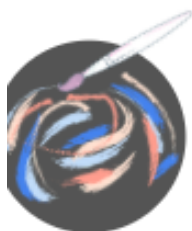
BREATHING

For children, deep breathing is a great way to get them to focus on something else in the moment rather than "the thing" (or things) that are making them sad, mad, or frustrated. Moreover, breathing calms children by physically slowing them down.



TOGETHER

The whole school will take part in a two day art project based around the book 'The Arrival' by Shaun Tan and exploring the theme of change and transition. Year groups will be provided with an image from the wordless picture book to use as a focus for a piece of artwork.



Remote Learning

On January 4th, the Prime Minister announced that schools would close in England for the majority of pupils (except those whose parents are key workers/vulnerable children. This meant that from January 5th Northwood's Remote Curriculum came into force. It was extremely important that we considered how our remote learning offer would benefit our disadvantaged pupils and how we could ensure that the gap between them and their peers did not grow.

Each day, we aimed to ensure that our children took part in approximately 3 hours of teaching and study time. For pupils in Key Stage Two this was be up to 4 hours.

This was achieved by...

- Task 1: The first of two live teaching sessions on Microsoft Teams, this may be English, Maths or another curriculum area. Accompanying tasks will be explained during this session. (25 minutes)
 - Task 2: The second of two live teaching session. Accompanying tasks will be explained during this session. (25 minutes)
 - Task 3: A pre-recorded lesson on our school YouTube account where children will be set a variety of subject learning tasks across the weeks, reflecting the range of subjects taught in school.
- Across the week all children were set:

- A PE challenge
- An art challenge
- Times Table Rockstars learning
- An outdoor challenge
- Tasks through Education City



Children without internet access

We know that a significant percentage of our school population have limited or no access to technology or internet at home, we are aware that having access to a device is different to having enough access. As part of Parent Consultations teachers consulted with every family about their access to internet.

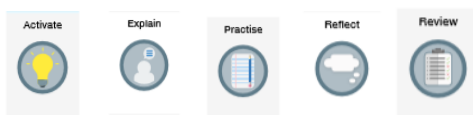
- Provide a limited number of laptops to families to loan for free, through a home-school loan agreement.
- Source 4G mobile internet for families who do not have internet in the family home.
- Provide a place in school, where vulnerable children and critical workers are able to attend. Not being able to access any home learning can make a child 'vulnerable'.

Devices on loan		
Tablet	0	0.00%
Laptop	32	9.64%
Data	3	0.90%
Total	35	10.54%

PP	28	16.57%
EAL	4	16.67%

The data shows that most of our laptops available to loan were loaned to disadvantaged families.

'Having access to a device is not the same as having enough access.'



Research Led Practice

All of our practice at Northwood is led by the best evidence on supporting students to learn remotely. All teaching staff have received up to date training on the EEF's most recent guidance around best practice. When implementing strategies to support pupils' remote learning, or supporting parents to do this, our teachers always consider:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes

- Different approaches to remote learning suit different types of content and pupils

Pupil Premium Engagement with Remote Learning January – March 2021

PP pupils engaging with live sessions (in school or at home)	85.21%
PP pupils learning in school (key worker or vulnerable)	37.87%
PP pupils with good or better engagement with remote learning	50.29%
PP pupils whose engagement was a cause for concern	11.83%

The data above recognises that the vast majority of disadvantaged pupils engaged with Remote Learning during the Lockdown. Over half of the Pupil Premium pupils had good or better engagement.

Enrichment

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 toast free of charge on their way into school.



We have been excited to start a new partnership with Gregg's for our breakfast provisions. Gregg's work with local businesses to sponsor our Breakfast Club. We are also now able to offer all children toast on their way into school too. We can use the bread provisions should a child have to isolate too.

We have also been able to use the Gregg's 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.



During school closures we offered all of our disadvantaged families food parcels, as well as signposting them to wider support within the community such as church food schemes, uniform exchanges and technology support.



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	72	37	51.4%	48	26	54%
Spring	86	40	46.5%	56	30	53.5%
Summer	103	51	49.5%	74	40	54%

School Visits

This academic year school visits have not been able to take place in their usual manner due to Covid 19 restrictions. We have though carefully about how to plan lesson sequences and opportunities using our outdoor environment to ensure that this has not limited the children's Curriculum experiences.

We have used some Pupil Premium funding to subsidise an exciting visit for our Year 6 pupils to celebrate the end of their journey at Northwood.



YEAR 6 LEAVER ACTIVITIES



With the end of the academic year fast approaching, we wanted to celebrate our Year 6 pupils' time with us and give them the best send off possible! With that in mind we have arranged a variety of great activities that we hope all the children enjoy:

- Roseberry Topping day out with ice cream
- Film and popcorn afternoon
- T-shirt signing on final day (year group bubble only)
- Pre-recorded leavers' assembly
- Mini signature books



Attendance

Absence

Click button to include/exclude Reception pupils

EXCLUDED

% of sessions missed

	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	323	90.1	9.9	4.2	-5.7
Boys	160	90.2	9.8	4.2	-5.6
Girls	163	90.0	10.0	4.1	-5.9
Non Persistent Absentees	221	97.4	2.6	-	-
Persistent Absentees	102	69.9	30.1	15.9	-14.2
Non Disadvantaged *	152	89.5	10.5	3.7	-6.8
Disadvantaged *	171	90.6	9.4	5.7	-3.7
Disadvantaged Boys	86	91.0	9.0	-	-
Disadvantaged Girls	85	90.2	9.8	-	-
Non FSM	159	89.9	10.1	3.8	-6.3
FSM	164	90.3	9.7	6.3	-3.4
No SEN	275	89.7	10.3	3.9	-6.4
EHCP/SEN statement	6	89.5	10.5	6.8	-3.7
SEN Support	42	92.9	7.1	5.5	-1.6

The above table shows the whole school attendance for this academic year. This attendance figure is 90.1% which is significantly below the expected standard. Disadvantaged pupils have an

attendance figure of 90.6% for the academic year, which is slightly higher than their non-disadvantaged peers.

At Northwood we can disaggregate our attendance data by removing pupils who have left this academic year (a total of 62) and also those children from the GRT community. You can see from the data below that with these two groups of pupils removed from the attendance significantly improves the attendance figure for disadvantaged pupils and brings their attendance higher than the 2017/2018 average.

Dissaggregated Data

Absence

Click button to include/exclude Reception pupils

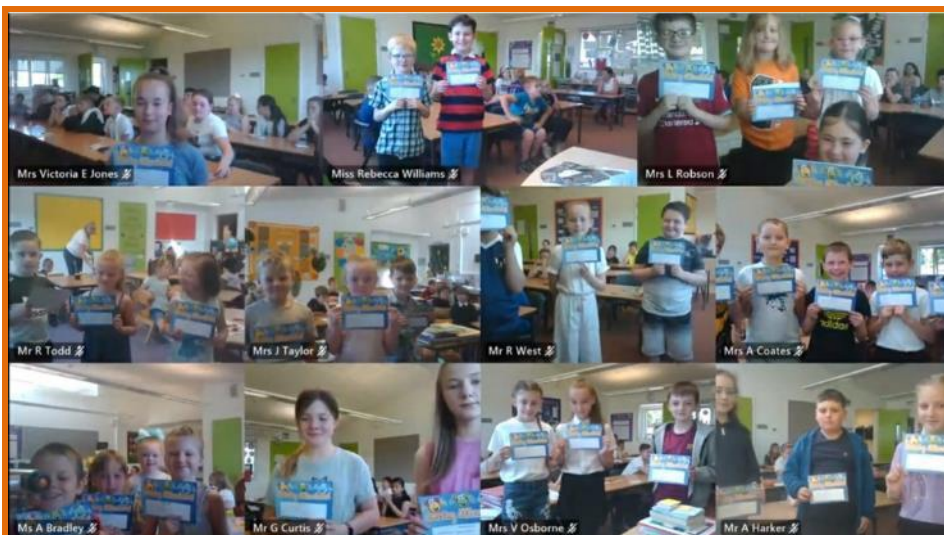
EXCLUDED

% of sessions missed

	Pupils	% attendance	% sessions missed	2017/18 National %	Diff +/-
School	181	95.3	4.7	4.2	-0.5
Boys	93	95.2	4.8	4.2	-0.6
Girls	88	95.4	4.6	4.1	-0.5
Non Persistent Absentees	152	97.6	2.4	-	-
Persistent Absentees	29	83.2	16.8	15.9	-0.9
Non Disadvantaged *	79	95.8	4.2	3.7	-0.5
Disadvantaged *	102	95.0	5.0	5.7	+0.7
Disadvantaged Boys	52	95.0	5.0	-	-
Disadvantaged Girls	50	94.9	5.1	-	-
Non FSM	86	95.8	4.2	3.8	-0.4
FSM	95	94.9	5.1	6.3	+1.2
No SEN	154	95.5	4.5	3.9	-0.6
EHCP/SEN statement	5	96.4	3.6	6.8	+3.2
SEN Support	22	93.7	6.3	5.5	-0.8

Pupils and families are rewarded with a range of attendance incentives as a way of encouraging good attendance. This includes weekly choc ices, fortnightly hot chocolates, a weekly attendance raffle, half termly certificates and 100% attenders for the full year received pantomime tickets for December.





Outcomes 2020-2021
(Unofficial due to Covid 19)

A 'TSDC average' has been included within all analysis documents. This shows an average of all schools who have submitted unofficial who are part of The School Data Company.

Early Years

EYFS 2018-2021 - Good Level of Development Analysis & Three Year Average

GLD		2018			2019			2021*			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. Pupils								21	26	47			
SCH DIS	School Dis							9	9	18			
	SEN							2	2	4			
	EAL							0	0	0			
	LAC							0	2	2			
GLD	School Dis							33.3%	55.6%	44.4%			
	TSDC Other							58%	64%	61%			
	GAP Sch Dis vs TSDC Other							-24.6%	-8.3%	-16.3%			
	TSDC All Pupils							53%	58%	55%			
	TSDC Dis							34%	41%	38%			

44% of Disadvantaged pupils achieved the GLD compared to 61% of 'other TSDC' pupils

- The percentage of disadvantaged children achieving GLD has 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. The majority of Early Years pupils have had a two year disruptive education (Nursery and Reception)
- The Reception children had 2 periods of isolation in the Autumn Term (equivalent to 20 days of missed face to face teaching) This has significantly impacted our children's social & emotional development, including limited opportunities to develop their speech language and communication needs.

Year 1 Phonics Screening

67% of Disadvantaged pupils achieved the standard compared to 84% of 'other' pupils nationally in 2020.

- Pupils who are from a disadvantaged background continue to perform very well despite another disrupted school closure period.
- Disadvantaged pupils who did not pass the screening will be targeted with Wave 2 phonics support plus quality first teaching in the Autumn Term of 2021.

School Disadvantaged vs National - Phonics Screening 2018-2021 - Three Year Average

Northwood Primary		2018			2019			2021			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	33	24	57	30	24	54	20	31	51	83	79	162
School Dis Cohort	School Dis	18	15	33	10	9	19	8	13	21	36	37	73
	SEN	5	0	5	1	1	2	1	4	5	7	5	12
	EAL	1	0	1	0	2	2	0	0	0	1	2	3
	LAC	0	0	0	0	1	1	0	3	3	0	4	4
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	83.3%	93.3%	87.9%	80.0%	88.9%	84.2%	50.0%	76.9%	66.7%	75.0%	86.5%	80.8%
	National Other	81%	88%	84%	81%	88%	84%	81%	88%	84%	81%	88%	84%
	GAP School Dis vs Nat Other	2.3%	5.3%	3.9%	-1.0%	0.9%	0.2%	-31.0%	-11.1%	-17.3%	-6.0%	-1.5%	-3.2%
	National All Pupils	79%	86%	82%	78%	85%	82%	78%	85%	82%	78%	85%	82%
	National Disadvantage	65%	75%	70%	66%	76%	71%	66%	76%	71%	66%	76%	71%

Key Stage One

Reading – 50% of Disadvantaged pupils achieved the expected standard compared to 74% of 'TSDC other'

Writing - 45% of Disadvantaged pupils achieved the expected standard compared to 64% of 'TSDC other'

Maths - 54% of Disadvantaged pupils achieved the expected standard compared to 74% of 'TSDC other'

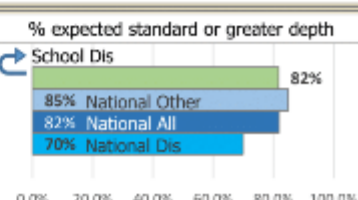
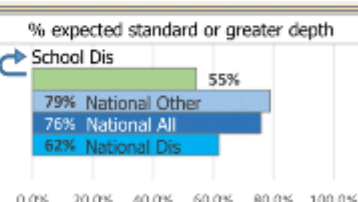
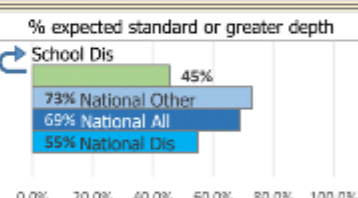
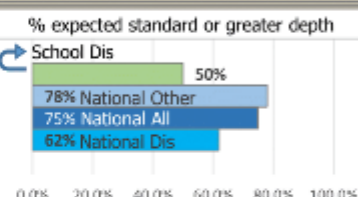
School Disadvantage vs National

Percentage of pupils working at expected standard or greater depth

Disadvantage Analysis

PERFORMANCE DATA		2021		
2021 NATIONAL is from 2019		Boys	Girls	Total
No. of pupils	All	19	21	40
School Dis Cohort	PP	12	10	22
	SEN	3	1	4
	EAL	0	0	0
	LAC	0	1	1
READING TA	School Disadvantage	41.7%	60.0%	50.0%
	National Other 2019	75.0%	82.0%	78.0%
	GAP School Dis vs National Other	-33.3%	-22.0%	-28.0%
	National All Pupils 2019	71.0%	79.0%	75.0%
	National Dis 2019	57.0%	67.0%	62.0%
WRITING TA	School Disadvantage	41.7%	50.0%	45.5%
	National Other 2019	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-25.3%	-30.0%	-27.5%
	National All Pupils 2019	63.0%	76.0%	69.0%
	National Dis 2019	47.0%	62.0%	55.0%
MATHS TA	School Disadvantage	50.0%	60.0%	54.5%
	National Other 2019	78.0%	80.0%	79.0%
	GAP School Dis vs National Other	-28.0%	-20.0%	-24.5%
	National All Pupils 2019	75.0%	77.0%	76.0%
	National Dis 2019	61.0%	64.0%	62.0%
SCIENCE TA	School Disadvantage	75.0%	90.0%	81.8%
	National Other 2019	83.0%	88.0%	85.0%
	GAP School Dis vs National Other	-8.0%	2.0%	-3.2%
	National All Pupils 2019	80.0%	85.0%	82.0%
	National Dis 2019	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)



Key Stage Two

Reading - 71% of Disadvantaged pupils achieved the expected standard compared to 83% of 'TSDC other'

Writing - 64% of Disadvantaged pupils achieved the expected standard compared to 80% of other pupils nationally.

Maths - 68% of Disadvantaged pupils achieved the expected standard compared to 79% of other pupils nationally.

Combined – 53% of Disadvantaged pupils achieved the combined measure compared to 69% of other pupils nationally.

- Pupil Premium children perform broadly in line with their non-pupil premium peers in reading, writing and maths but not as a combined measure.
- Pupils from disadvantaged backgrounds achieved higher percentages of greater depth standards than their non-disadvantaged peers.

Pupils Achieving Greater depth standard.

At KS2 4% of disadvantaged children achieved a combined Greater Depth Standard across Reading, Writing and Maths. A particular strength is the greater depth SPaG outcomes for disadvantaged pupils, whereby 23% of PP children achieved greater depth standard.

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

PERFORMANCE DATA High Standard		2018			2019			2021			3yr Avg.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils		20	28	48	21	22	43	29	19	48	70	69	139
School	Disadvantaged	8	16	24	11	18	29	16	12	28	35	46	81
Disadvantaged pupils characteristics:	SEN	1	2	3	5	0	5	2	1	3	8	3	11
	EAL	0	0	0	0	1	1	1	0	1	1	1	2
	LAC	0	0	0	0	1	1	0	0	0	0	1	1
SPaG* TEST	School Dis	25%	56%	46%	27%	61%	48%	6%	50%	25%	17%	57%	40%
	National Other	31%	41%	36%	34%	44%	39%	34%	44%	41%	33%	43%	39%
	GAP School Dis vs National Other	-6%	15%	10%	-7%	17%	9%	-28%	6%	-16%	-16%	14%	1%
	National All	27%	35%	31%	30%	39%	34%	30%	39%	36%	29%	38%	34%
	National Dis	17%	24%	21%	20%	28%	24%	20%	28%	24%	19%	27%	23%
READ TEST	School Dis	25%	25%	25%	27%	22%	24%	25%	50%	36%	26%	30%	28%
	National Other	26%	33%	29%	28%	38%	33%	28%	38%	31%	27%	36%	31%
	GAP School Dis vs National Other	-1%	-8%	-4%	-1%	-16%	-9%	-3%	12%	5%	-2%	-6%	-3%
	National All	21%	28%	25%	24%	32%	28%	24%	32%	27%	23%	31%	27%
	National Dis	12%	17%	14%	15%	21%	18%	15%	21%	17%	14%	20%	16%
MATHS TEST	School Dis	38%	44%	42%	45%	39%	41%	13%	17%	14%	29%	35%	32%
	National Other	29%	25%	27%	30%	26%	28%	30%	26%	31%	30%	26%	29%
	GAP School Dis vs National Other	9%	19%	15%	15%	13%	13%	-18%	-9%	-17%	-1%	9%	3%
	National All	24%	21%	23%	26%	22%	24%	26%	22%	27%	25%	22%	25%
	National Dis	14%	12%	13%	15%	12%	14%	15%	12%	16%	15%	12%	14%
WRIT TA	School Dis	25%	25%	25%	9%	28%	21%	6%	42%	21%	11%	30%	22%
	National Other	16%	27%	21%	18%	30%	24%	18%	30%	24%	17%	29%	23%
	GAP School Dis vs National Other	9%	-2%	4%	-9%	-2%	-3%	-12%	12%	-3%	-6%	1%	-1%
	National All	13%	23%	18%	15%	25%	20%	15%	25%	20%	14%	24%	19%
	National Dis	7%	13%	10%	8%	15%	11%	8%	15%	11%	8%	14%	11%
RWM** TEST (Read / Maths) TA (Writ)	School Dis	13%	19%	17%	0%	17%	10%	0%	8%	4%	3%	15%	10%
	National Other	9%	13%	11%	10%	14%	12%	10%	14%	13%	10%	14%	12%
	GAP School Dis vs National Other	4%	6%	6%	-10%	3%	-2%	-10%	-6%	-9%	-7%	2%	-2%
	National All	7%	10%	9%	8%	15%	10%	8%	15%	11%	8%	13%	10%

Year Group	% of PP pupils on track or better		
	Reading	Writing	Maths
Reception			
Year 1	68%	68%	73%
Year 2	86%	79%	70%
Year 3	84%	60%	80%
Year 4	69%	72%	81%
Year 5	68%	68%	77%
Year 6	83%	70%	63%

