



Northwood Primary School
Pupil Premium Impact Strategy Report
Academic Year 2017 - 2018

Northwood Primary School Pupil Premium Impact Report for 2017/18

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 80 pupils entered the school outside of the usual admission period. This included 37 disadvantaged pupils, 11 pupils with identified SEND and 13 children whose families are seeking asylum.

Number of pupils and pupil premium grant (PPG) received in 2017/2018

Total number of pupils eligible for PPG	181
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£261,025



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.

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.

- 54% of Pupil Premium funding was used to directly impact on attainment and standards throughout the school
- 28% of Pupil Premium funding was used to enhance welfare and safeguarding throughout the school
- 18% of Pupil Premium funding was used to enrich the curriculum and the wider school opportunities for children

Please refer to the school's Pupil Premium Strategy 2017-18 for a detailed overview of expenditure.

Curriculum

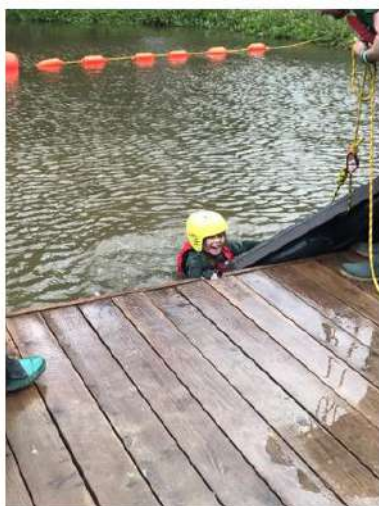
- Each year group has their own additional sports kit to ensure that all children have access to PE in order to keep active and develop a healthy lifestyle.
- Targeted year groups (Y3/4) gain access to learning to play two musical instruments during their time at Northwood. Opportunities to perform to a wide range of audiences are offered as part of the children's development. Individual tuition is provided for children who express an interest.
- Pupil Voice surveys have been used to ensure that the purchasing of additional reading materials is aligned to pupils' interests. Pupils expressed a desire for more playground equipment and a wildlife area. Funding was used to purchase more equipment which has transformed the outdoor nature area. 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.
- Term 1/2/3: increased capacity in Early Years including a newly appointed, highly experienced Assistant Head Teacher with responsibility for Early Years and Parental Engagement to ensure that children get the best start possible to their education and accelerate progress in the three Prime Areas so that the most vulnerable children catch up and make progress in line with their peers.



- A proportion of funding has been spent on developing the Early Years indoor and outdoor environment, including a third Reception teaching room, new Nursery furniture, many new resources and an outdoor changing area.
- All Y6 children received additional booster sessions across the year-this was carefully aligned to outcomes from half termly tests in the core subjects
- A proportion of the Deputy Head Teacher and Assistant Head Teacher's school day was to target Pupil Premium children in Year 5 and Year 6 to ensure they were provided with bespoke teaching in the core subjects. More able children were targeted more specifically to deepen their knowledge and understanding of how to access and answer higher order questions in test situations.

Enrichment

- Children eligible for FSM were able to access the Year 6 residential to Robinwood. This was highly beneficial due to the time of the visit in the school year. The first weekend in September ensures that children and staff are able to build positive, trusted relationships which will enable them to start the school year with a positive and confident mind-set. Staff are able to observe children in a different environment to assess their resilience, confidence and ability to work in different teams and use this information to ensure that groupings are successful as the children work through the rigour of the Y6 curriculum.



- 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. Eighteen school trips from Nursery to Year 6 were offered this academic year and all trips were heavily subsidised to ensure that no child was restricted from attending. Every disadvantaged child was offered at least one school visit. The attendance of pupil premium children attending school trips was monitored.
- All children who attend Breakfast Club or After School Club have been monitored to track their attendance.

Breakfast Club

Term	Number of children who attend Breakfast Club	Number of PP children	% of PP children
Spring 1	110	47	43% of pupils on BFC roll are PP
Spring 2	115	52	44% of pupils on BFC roll are PP
Summer 1	115	53	45% of pupils on BFC roll are PP
Summer 2	122	54	44% of pupils on BFC roll are PP

After School Club

Term	Number of children who attended After School Club	Number of PP children	% of PP children
Spring 1	56	17	30% of pupils on ASC roll are PP
Spring 2	65	23	35% of pupils on ASC roll are PP
Summer 1	68	24	35% of pupils on ASC roll are PP
Summer 2	70	26	37% of pupils on ASC roll are PP

- After School extra-curricular clubs continue to be a growing strength of the school. Children are targeted initially due to their interests and all staff have been involved across the year. This is analysed in the termly Pupil Premium Impact Reports and summarised below.



Club	Number of children registered	Number of PP children	% of PP children	
After School Gym Club Gymnastics competition team, identified as talented gymnasts for key stage one and two.	16	6	38%	
Energy Club Healthy living, exercise and well-being classes for year one.	15	10	66%	
School Counsellor Interactions Drop in sessions, timetabled sessions for vulnerable children.	20	11	55%	
Motor Skills Targeted sessions for Key Stage 1 & 2, advice followed by Occupational and Physiotherapy.	16	11	69%	
After School Football Club – DFC Run by DFC on school site for KS2 children.	31	14	45%	
Dance Club Dance competition team, identified as talented dancers for key stage one and two.	16	11	69%	
Netball Club Y5 boys and girls.	14	8	57%	
Hockey Club Key Stage two boys and girls.	17	13	76%	
Woodwind Lessons - Mr Hargreaves Key Stage two music tuition lessons, supported by pupil premium funding.	10	8	80%	
Y6 Change for Life Club Healthy living, exercise and well-being classes for key stage two.	10	6	60%	
Mr Todd Football Club KS2 boys' football club and competition teams.	26	9	35%	
Girls Football Club KS2 girls' football club and competition teams	20	11	55%	

Choir Club KS2 girls and boys school choir that perform at whole school events.	17	11	65%
Violin Lessons – Durham Music Key Stage two music tuition lessons, supported by pupil premium funding.	6	1	17%
Drama Club KS2 drama club, focusing on social and emotional development through theatre	17	11	65%
EYs Street Dance Club	13	6	46%
Craft Club	29	17	59%

Pastoral

- Funding used to support children through Wilderness Schooling. 15 Year 5 boys were offered 8 sessions of Wilderness Schooling.
- School counsellor is used to identify specific children to attend 'drop in' sessions to ensure that emotional health is not a barrier to children attending school.
- The development of the safeguarding team with highly skilled and well trained staff in school has ensured that Pupil Premium children are provided with access to a range of services and support in order for them to achieve well in school.

Attendance

	Pupils	% attendance	% sessions missed
School	368	92.3	7.7
Boys	194	92.0	8.0
Girls	174	92.7	7.3
Non Disadvantaged	178	92.5	7.5
Disadvantaged	190	92.1	7.9
Male Disadvantaged	97	91.6	8.4
Female Disadvantaged	93	92.7	7.3
Non FSM	229	92.8	7.2
FSM	139	91.5	8.5
No SEN	319	92.3	7.7
EHCP	8	91.6	8.4
SEN Support	40	92.8	7.2
EAL	32	95.4	4.6
Non EAL	336	92.1	7.9

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort
School	89	24.2
Boys	46	23.7
Girls	43	24.7
Non Disadvantaged	42	23.6
Disadvantaged	47	24.7
Male Disadvantaged	29	29.9
Female Disadvantaged	18	19.4
Non FSM	52	22.7
FSM	37	26.6
No SEN	78	24.5
EHCP	2	25.0
SEN Support	8	20.0
EAL	3	9.4
Non EAL	86	25.6

- Attendance continues to be an area requiring further improvement, especially for a group of PP children who are on the school's Persistent Absentee list. Parent Support Advisor has been able to pick up targeted children from home to bring them to school due to family needs and return them home at the end of the school day. The Senior Leadership team have worked closely alongside the PSA and the LGB and have devised a more robust and effective Attendance Strategy to improve school attendance. This includes regular parent meetings with a member of SLT and the Chair of the LGB.
- Parent Support Advisor has developed personal registers to ensure that children take responsibility for their attendance and enables the Parent Support Advisor to identify and reduce any barriers for non-attendance.

Outcomes 2017 -2018

Early Years

55% of Disadvantaged pupils achieved the GLD compared to 73%* of other pupils nationally.

- The percentage of disadvantaged boys achieving a GLD has increased and is on an upward trajectory since 2015.
- 50% of disadvantaged children who did not achieve the GLD are transient pupils. They have attended less than 50% of the academic year and include some highly vulnerable pupils.
- 38% of disadvantaged children who did not achieve the GLD have complex SEND needs, two of these children have EHCPs one of which will transfer to specialist provision in September 2018

EYFS 2016-2018 - Good Level of Development Analysis

Northwood Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	17	19	36	27	22	49	28	23	51
School Disadvantage	School Disadvantaged	10	6	16	14	12	26	11	9	20
	SEN	3	1	4	3	0	3	2	1	3
	EAL	0	0	0	0	0	0	0	2	2
	LAC	1	1	2	0	0	0	0	0	0
GOOD LEVEL OF DEVELOPMENT	School Disadvantaged	50.0%	50.0%	50.0%	57.1%	83.3%	69.2%	63.6%	44.4%	55.0%
	National Other	65.0%	79.0%	72.0%	67.0%	80.0%	73.0%	67.0%	80.0%	73.0%
	GAP School Dis vs National Other	-15.0%	-29.0%	-22.0%	-9.9%	3.3%	-3.8%	-3.4%	-35.6%	-18.0%
	National All Pupils	62.0%	77.0%	69.0%	64.0%	78.0%	71.0%	64.0%	78.0%	71.0%
	National Disadvantaged	46.0%	63.0%	54.0%	48.0%	64.0%	56.0%	48.0%	64.0%	56.0%

Year 1 Phonics Screening

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

- Pupils who are from a disadvantaged background continue to perform very well.
- They have performed better than National Other since 2015. School disadvantaged pupils performed 1.3% better than national other pupils and 14% better than National Disadvantaged.

School Disadvantaged vs National - Phonics Screening 2016-2018 - the expected standard - 32 out of 40

Northwood Primary		2016			2017			2018		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Number of Pupils	ALL	39	17	56	18	22	40	34	23	57
School Disadvantaged Cohort	School Disadvantage	19	8	27	12	9	21	19	15	34
	SEN	9	1	10	4	1	5	5	0	5
	EAL	18	8	26	1	0	1	1	0	1
	LAC	0	0	0	0	0	0	0	0	0
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
Percentage achieving the expected standard	School Disadvantage	78.9%	87.5%	81.5%	83.3%	100.0%	90.5%	78.9%	93.3%	85.3%
	National Other	79%	86%	83%	81%	87%	84%	81%	87%	84%
	GAP School Dis vs National Other	-0.1%	1.5%	-1.5%	2.3%	13.0%	6.5%	-2.1%	6.3%	1.3%
	National All Pupils	77%	84%	81%	78%	85%	81%	78%	85%	81%
	National Disadvantage	64%	74%	69%	65%	75%	70%	65%	75%	70%

Key Stage One

Reading - 65% of Disadvantaged pupils achieved the expected standard compared to 78% of other pupils nationally.

Writing - 54% of Disadvantaged pupils achieved the expected standard compared to 70% of other pupils nationally.

Maths - 65% of Disadvantaged pupils achieved the expected standard compared to 76*% of other pupils nationally.

- 98% of disadvantaged pupils made **expected progress** from their EYs starting point.
- 34% of disadvantaged pupils made **outstanding progress** from their EYs starting point.
- More work needs to be done to ensure the percentage of pupils achieving the expected standard increases. Staffing arrangements have been carefully considered to fully support this including two UPS3 expert teachers teaching in Y2 next academic year. The KS1 Assistant Head Teacher will have more leadership time this coming academic year to focus on teaching and learning in classrooms.
- In reading, writing and maths pupils achieved in line with or higher than National disadvantaged.

READING TA	School Disadvantage	53.8%	76.9%	65.4%	<p>% expected standard or greater depth</p> <p>School Dis 65%</p> <p>79% National Other</p> <p>76% National All</p> <p>63% National Dis</p>
	National Other	75.0%	83.0%	79.0%	
	GAP School Dis vs National Other	-21.2%	-6.1%	-13.6%	
	National All Pupils	71.0%	80.0%	76.0%	
	National Dis	58.0%	69.0%	63.0%	
WRITING TA	School Disadvantage	38.5%	69.2%	53.8%	<p>% expected standard or greater depth</p> <p>School Dis 54%</p> <p>72% National Other</p> <p>68% National All</p> <p>54% National Dis</p>
	National Other	66.0%	79.0%	72.0%	
	GAP School Dis vs National Other	-27.5%	-9.8%	-18.2%	
	National All Pupils	62.0%	75.0%	68.0%	
	National Dis	47.0%	63.0%	54.0%	
MATHS TA	School Disadvantage	69.2%	61.5%	65.4%	<p>% expected standard or greater depth</p> <p>School Dis 65%</p> <p>79% National Other</p> <p>75% National All</p> <p>62% National Dis</p>
	National Other	78.0%	80.0%	79.0%	
	GAP School Dis vs National Other	-8.8%	-18.5%	-13.6%	
	National All Pupils	74.0%	76.0%	75.0%	
	National Dis	61.0%	64.0%	62.0%	

Reading

ALL PUPILS				PUPIL PREMIUM			
	KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
Northwood Primary	44	95%	30%	Northwood Primary	24	96%	33%
Attainment EYFS				Attainment EYFS			
Emerging - 1	15	100%	47%	Emerging - 1	11	100%	45%
Expected - 2	23	91%	26%	Expected - 2	12	92%	25%
Exceeding - 3	6	100%	N/A	Exceeding - 3	1	100%	N/A
EYFS - Unknown	0			EYFS - Unknown	0		
SEN				SEN			
SEN	6	83%	0%	SEN	4	100%	0%
No identified SEN	38	97%	34%	No identified SEN	20	95%	40%

Writing

ALL PUPILS				PUPIL PREMIUM			
	KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
Northwood Primary	44	95%	27%	Northwood Primary	24	96%	25%
Attainment EYFS				Attainment EYFS			
Emerging - 1	17	100%	35%	Emerging - 1	13	100%	31%
Expected - 2	25	92%	24%	Expected - 2	10	90%	20%
Exceeding - 3	2	100%	N/A	Exceeding - 3	1	100%	N/A
EYFS - Unknown	0			EYFS - Unknown	0		
SEN				SEN			
SEN	6	83%	17%	SEN	4	100%	25%
No identified SEN	38	97%	29%	No identified SEN	20	95%	25%

Maths

ALL PUPILS				PUPIL PREMIUM			
	KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress		KS1 Cohort 2018	% of pupils making at least expected / good progress	% of pupils making better than expected / outstanding progress
Northwood Primary	44	98%	30%	Northwood Primary	24	100%	38%
Attainment EYFS				Attainment EYFS			
Emerging - 1	16	100%	44%	Emerging - 1	13	100%	46%
Expected - 2	22	95%	27%	Expected - 2	10	100%	30%
Exceeding - 3	6	100%	N/A	Exceeding - 3	1	100%	N/A
EYFS - Unknown	0			EYFS - Unknown	0		
SEN				SEN			
SEN	6	83%	17%	SEN	4	100%	25%
No identified SEN	38	100%	32%	No identified SEN	20	100%	40%

Key Stage Two

Reading - 83% of Disadvantaged pupils achieved the expected standard compared to 82*% of other pupils nationally.

Writing - 83% of Disadvantaged pupils achieved the expected standard compared to 81*% of other pupils nationally.

Maths - 92% of Disadvantaged pupils achieved the expected standard compared to 80*% of other pupils nationally.

Combined – 88% of Disadvantaged pupils achieved the combined measure compared to 67*% of other pupils nationally.

- Disadvantaged pupils achieved a positive average progress score. Reading (-0.1), writing (+0.6) and maths (+3.4)

PERFORMANCE DATA Expected Standard		2018			KEY: The graphs below show the difference between Disadvantaged Pupils and Other Pupils ■ School Other ■ School Dis
		Boys	Girls	Total	
No. of pupils		20	28	48	
School Disadvantaged pupils characteristics:	Dis	8	16	24	
	SEN	1	2	3	
	EAL	0	0	0	
	LAC	0	0	0	
School Other pupils characteristics:	Other	12	12	24	
	SEN	0	0	0	
	EAL	1	3	4	
	LAC	0	0	0	
SPaG* TEST	ALL	90.0%	85.7%	87.5%	
	Dis	75.0%	81.3%	79.2%	
	Other	100.0%	91.7%	95.8%	
	GAP	25.0%	10.4%	16.7%	
READING TEST	ALL	90.0%	89.3%	89.6%	
	Dis	75.0%	87.5%	83.3%	
	Other	100.0%	91.7%	95.8%	
	GAP	25.0%	4.2%	12.5%	
MATHS TEST	ALL	100.0%	92.9%	95.8%	
	Dis	100.0%	87.5%	91.7%	
	Other	100.0%	100.0%	100.0%	
	GAP	0.0%	12.5%	8.3%	
WRITING TA	ALL	90.0%	89.3%	89.6%	
	Dis	75.0%	87.5%	83.3%	
	Other	100.0%	91.7%	95.8%	
	GAP	25.0%	4.2%	12.5%	
RWM** TEST (Reading / Maths) TA (Writing)	ALL	85.0%	89.3%	87.5%	
	Dis	62.5%	87.5%	79.2%	
	Other	100.0%	91.7%	95.8%	
	GAP	37.5%	4.2%	16.7%	

Pupil Characteristics Analysis

KS1-KS2 Progress Scores

PERFORMANCE DATA Expected Standard	PUPIL CHARACTERISTICS			
	No. of Pupils	Reading TEST	Writing TA	Maths TEST
ALL	46	0.76	1.41	3.83
Boys	19	0.43	1.20	4.36
Girls	27	0.99	1.55	3.45
Pupil Premium	24	-0.11	0.63	3.41
Non Pupil Premium	22	1.70	2.25	4.29
SEN	3	-6.49	-0.23	1.70
No SEN	43	1.26	1.52	3.97
EAL	2	5.97	4.04	7.08
Non EAL	44	0.52	1.29	3.68

Pupils Achieving Greater depth standard.

At KS2 17% of disadvantaged children achieved a combined Greater Depth Standard across Reading, Writing and Maths. This compares to 11%* of all other pupils nationally. A particular strength is the greater depth maths outcomes for disadvantaged pupils, whereby 42% of PP children achieved greater depth standard, compared to 27% of other pupils national.

PERFORMANCE DATA High Standard		2018			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		20	28	48	
School Disadvantaged pupils characteristics:	Disadvantage	8	16	24	
	SEN	1	2	3	
	EAL	0	0	0	
	LAC	0	0	0	
SPaG* TEST	School Dis	25.0%	56.3%	45.8%	
	National Other			36.0%	
	GAP School Dis vs National Other			9.8%	
	National All	30.0%	39.0%	34.0%	
	National Dis			21.0%	
READING TEST	School Dis	25.0%	25.0%	25.0%	
	National Other			29.0%	
	GAP School Dis vs National Other			-4.0%	
	National All	24.0%	32.0%	28.0%	
	National Dis			14.0%	
MATHS TEST	School Dis	37.5%	43.8%	41.7%	
	National Other			27.0%	
	GAP School Dis vs National Other			14.7%	
	National All	25.0%	22.0%	24.0%	
	National Dis			13.0%	
WRITING TA	School Dis	25.0%	25.0%	25.0%	
	National Other			21.0%	
	GAP School Dis vs National Other			4.0%	
	National All	15.0%	25.0%	20.0%	
	National Dis			10.0%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	12.5%	18.8%	16.7%	
	National Other			11.0%	
	GAP School Dis vs National Other			5.7%	
	National All	8.0%	12.0%	10.0%	
	National Dis			4.0%	

Outcomes have significantly improved since 2015/16 which clearly demonstrates the positive impact of Northwood's Pupil Premium strategy across the school.



NORTHWOOD
PRIMARY SCHOOL

...growing success